DOCUMENT RESUME

ED 219 465 UD 022 325

AUTHOR	Harris, Kenneth A.; And Others
TITLE	Profile of Detroit's High Schools: 1975-1981. A Monitoring Commission Report.
INSTITUTION	Detroit School District, United States District Court Monitoring Commission, Detroit, Mich.
PUB DATE	Apr 82
NOTE	552p.; Not available in paper copy due to reproduction quality of original document.
EDRS PRICE	MF02 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Academic Achievement; Bilingual Education; Codes of Ethics; Community Involvement; Counseling Services; *Desegregation Effects; *Desegregation Plans; *Evaluation Criteria; High Schools; *Institutional Characteristics; *Program Effectiveness; Program Evaluation; Program Implementation; Reading Programs; School Activities; School Community Relationship; School Desegregation; Testing; Vocational Education
IDENTIFIERS	*Detroit Public Schools MI; *Monitoring

ABSTRACT

Summary profiles of Detroit, Michigan, public high schools for the period 1975-1981 are presented in this report which is based on the results of a criteria-based monitoring project to determine the success of court-ordered school desegregation programs in Detroit. Included in the report are: (1) a description of project organization, project implementation, assessment methodology, and assessment criteria; (2) summary findings of the status of implementation of such program components as bilingual education, counseling and career guidance, staff training, reading, school-community relations, student codes of conduct, testing, and vocational education; (3) profiles of individual high schools as shown in tables and graphs of student attendance, attrition, suspensions and exclusions, and academic achievement and assessment indices on the different program components; (4) an explanation of the assessment indicators; and (5) statistical data on which the assessments were based. (MJL)

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U.S. District Court Monitoring Commission

The United States District Court Monitoring Commission is a temporary agency established by the United States District Court, Eastern District of Michigan, Southern Division, under the Bradley v. Milliken desegregation case. The commission:

- Acts as an arm of the court.
- Was established to oversee and "audit efforts made to implement the court's desegregation orders."
- Assists the court with reports and recommendations regarding implementation of the components of the Detroit desegregation plan.
- Is a state-funded agency operating with the assistance of the Michigan Department of Education and other public and private institutions.
- Provides a forum for broad citizen participation through volunteer monitors, component subcommittees, and an Executive Committee.
- Submits reports, findings, and recommendations to the U. S. District Court, N.A.A.C.P., Detroit Public Schools, State of Michigan, Detroit Federation of Teachers, and the general public.

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This report is a product of staff activities in support of the Detroit School District United States District Court Monitoring Commission, established by order of United States District Court Judge Robert E. DeMascio to monitor the implementation of school desegregation in the Detroit Public Schools.

Detroit, Michigan
April 1982

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PROFILE OF DETROIT'S HIGH SCHOOLS: 1975-1981

April 1982

A Report to the United States District Court
Chief Judge John Feikens
Judge Patricia J. Boyle
Judge Avern Cohn

from the
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Detroit School District
United States District Court
Monitoring Commission

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ACKNOWLEDGEMENTS

Many of Detroit's citizens have served the United States District Court since 1976 as volunteer monitors. Under direction of the Executive Committee of the Commission, these volunteers have provided community support in the effort to audit the progress of the Detroit school system toward the court's goals. The Monitoring Commission is indebted to these volunteer monitors for their commitment and many contributions. Without their help, observations and data collection essential to the monitoring process could not have been accomplished. Their names are listed below.

Appreciation is extended to the General Superintendent of the Detroit Public Schools, Arthur Jefferson, for his cooperation during the conduct of this study. Superintendent Jefferson ensured the assistance of the school system while the commission pursued information and access to data.

Similarly, the commission thanks the teachers, counselors, and other staff of the Detroit Public Schools who were generous in their support of this study.

The commission is also appreciative of the efforts of its own staff, who prepared this report: Kenneth A. Harris; Gerard W. Teachman, and Jean L. Peters Sr., Consultants; Ronald R. Dowe, Research Analyst; and Gloria S. Rocha, Monitor Coordinator. V. Wanda Hoza managed the office and supplied clerical support. She was assisted by Edna M. Johnson who also aided in monitor coordination. Tables and data entry activities were provided by LaSandra K. Jones.

Technical advice in the preparation of this report was provided by James C. Olden of the Clerks Office of the U. S. District Court. The commission appreciates his assistance.

ACKNOWLEDGEMENTS

Acknowledgement and thanks are extended to the members of the Monitoring Commission's subcommittees who established the criteria used in assessing the schools' progress toward the court's goals. They provided the technical and other assistance necessary for the development of this report and for recommendations to the court. The following subcommittees and their court-appointed members participated in this effort.

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ACKNOWLEDGEMENTS

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TABLE OF CONTENTS

PAGE

I. ACKNOWLEDGEMENTS v

MONITORING COMMISSION SUBCOMMITTEES vi

VOLUNTEER MONITORS vii

SECTION A

II. INTRODUCTION . . . . A-i

III. BACKGROUND: PROCESS, METHOD, AND IMPACT A-1

THE MONITORING COMMISSION A-2

THE MONITORING SYSTEM A-4

CRITERIA-BASED ASSESSMENT OF INDIVIDUAL SCHOOLS . . . A-5

METHODOLOGY A-5

THE MULTI-LEVEL, CRITERIA-BASED ASSESSMENT PROCESS . . A-7

IMPLEMENTATION OF THE STUDY A-9

HIGH SCHOOL PROFILES A-10

SUMMARY OF RECENT EVENTS A-11

MONITORING COMMISSION ORGANIZATION A-12

SCORING FOR THE MINIMAL ASSESSMENT A-13

SAMPLE SCORING SHEET A-15

IV. NOTES ON SECTIONS OF THIS STUDY A-20

SECTION B

V. SUMMARY FINDINGS

BILINGUAL EDUCATION B-1

COUNSELING AND CAREER GUIDANCE B-5

INSERVICE TRAINING B-11

READING AND COMMUNICATION SKILLS B-13

SCHOOL-COMMUNITY RELATIONS B-15

STUDENT CODE OF CONDUCT B-21

TESTING B-23

VOCATIONAL EDUCATION B-25

TABLE OF CONTENTS

SECTION C

VI. PROFILES OF INDIVIDUAL DETROIT PUBLIC HIGH SCHOOLS

- INDIVIDUAL SCHOOL CHARACTERISTICS
- CRITERIA-BASED ASSESSMENT INDICES, 1978-79 AND 1980-81
- COUNSELOR RATINGS OF INDIVIDUAL SCHOOLS
- TEACHER RATINGS OF INDIVIDUAL SCHOOLS

INDEX OF HIGH SCHOOLS BY REGION C-1
EXPLANATORY NOTES RE SCHOOL CHARACTERISTICS C-2-1

SECTION D

VII. ASSESSMENT SCHEMATIC D-1
VIII. CORRESPONDENCE RE PROCESS D-3
IX. MINIMAL CRITERIA D-11
X. INDICATORS OF CRITERIA SATISFACTION D-29

SECTION E

XI. EXPLANATORY TABLES

HIGH SCHOOL STUDENT ATTRITION E-1
ATTENDANCE E-3
ACHIEVEMENT E-7
STUDENT CODE E-14
CLASS SIZE E-19
VOCATIONAL EDUCATION E-23
BILINGUAL EDUCATION E-30

SECTION F

XII. SCORING MATRICES FOR INDIVIDUAL HIGH SCHOOLS F-1

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PROFILE OF DETROIT'S HIGH SCHOOLS: 1975-1981

CRITERIA-BASED ASSESSMENT

Introduction

The Monitoring Commission was created to assist the U. S. District Court in the Detroit school desegregation case, Bradley v. Milliken. The commission was charged to audit the efforts of the Detroit school system as it carried out its court-ordered desegregation programs, to inform the Detroit community, and to advise the court.

In the Spring of 1978, the Executive Committee of the commission initiated this monitoring project, the criteria-based comparison of schools, in order to determine how successfully the Detroit Public Schools delivered the benefits of the court-ordered educational programs to students. The project was to yield reports to the court on the relative ability of schools to implement these programs as well as recommendations for needed action. Recommendations by the parties to Bradley v. Milliken were also expected to follow from this study. The Monitoring Commission anticipated that, with the aid of these reports and recommendations, and with the attention of the parties to the case, the school system would be assisted in achieving the court's objectives.

The Detroit High School Profiles: 1978 Criteria-Based Assessment Summary, the first volume of this study, was presented to the court, and released, in March 1979. Judge Robert E. DeMascio held hearings based on the High School Profiles to determine whether there was need for further remedial action. During the same time, the Detroit school system initiated additional program activities as part of its response to the Monitoring Commission's study. The school system noted in its "Detroit Public Schools Response to the U. S. District Court Monitoring Commission -- 29 June 1979" that:

> The process of analyzing and developing responses to the Profiles and the Executive Committee letter has resulted in the Detroit Board of Education gaining important insights related to the implementation of the court's orders.

> The insights gained have led to the development of some new and improved activities which the district believes will raise the quality of educational services being provided to the students of the Detroit Public Schools. (p.2)

The Profile of Detroit's Region 2 Elementary and Middle Schools: Criteria-Based Assessment, the second volume of this study, was presented to the current panel of judges, Chief Judge John Feikens, Judge Patricia J. Boyle, and Judge Avern Cohn in 1981. This volume presented data reflecting the status of implementation in the Region 2 middle schools in 1978-79 and in the Region 2 elementary schools in 1979-80. A third volume presenting system-wide middle school data was released in December 1981.

Comparison of schools -- not evaluation of programs -- was the first aim of these studies. When this project is completed, the commission may proceed to evaluate the benefits of the programs designed by the school system to achieve the goals ordered by the court. Before the programs' successes can be fully assessed, however, the programs must be implemented. This study reflects the degree to which this has occurred in the high schools.

The data comparing schools' implementation of programs, and the assessment of their ability to deliver program benefits to students are summarized below in section C, "School Profiles," and section B, "Summary Findings."

The summary presentation of this data is only one part of a process that should lead to the further improvement of Detroit's schools. The school system has numerous options in dealing with this material. They may analyze the results and use them to initiate action, or respond in other ways. The data suggests no conclusive solutions; it provides, rather, the identification of systematic problems and indicates individual problems that can be solved. If the school system's decisions are made so as to address situations found in the schools, then one part of the commission's task will have been satisfied. The commission, in pursuit of its charge, will continue to analyze such data, pursue further programmatic improvements, inform the community, and advise the court.

It is important to note that these Profile reports neither explain the differences among schools nor gives reasons for their relative achievements. Rather, this report reveals their differences and shows their relative success in delivering the benefits of the court-ordered programs to students. The task chosen was to illustrate the relative successes of schools as clearly as possible, and to provide this as information to become the basis of action. The commission's "1982 Observations and Recommendations" are being issued concurrently.

Implementation of the court's orders began in 1976. The court-ordered programs intended to improve the quality of education in Detroit should now be effected in the schools profiled below. The data here reflects the status of Detroit's high schools in terms of the component areas affected by the court's orders, such as Counseling and Reading, for the years 1975-76, 1978-79, and 1980-81. This longitudinal study gives historical perspective to the progress of the high schools in Detroit; and the progress measured here is significant. But this study also illuminates systematic problems in the areas of student attrition and preparation for high school.

The commission is currently preparing a study of the elementary and middle schools in order better to assist in the development of the preconditions for successful high schools. The evidence of the High School Profiles suggests that the problems of high school students might be best solved in earlier grades.

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PROFILE OF DETROIT'S HIGH SCHOOLS: 1975-1981

BACKGROUND: PROCESS, METHOD, AND IMPACT

The Monitoring Commission

The U. S. District Court of Eastern Michigan, Southern Division, in October 1975, as part of the Detroit School District desegregation order, Bradley v. Milliken,[1] created a Monitoring Commission to audit the schools' desegregation efforts.

In his 15 August 1975 opinion, Judge Robert E. DeMascio held that it was the obligation of the court to oversee the efforts made, and progress attained, in the implementation of his orders. At the same time the court opined that "Detroiters know that the vitality of their city depends upon the excellence and stability of their school system" (Memorandum Opinion at page 121). Consequently, a court-appointed Monitoring Commission was created, responsible only to the court, to effect a monitoring system designed to assist the efforts made by the Detroit Public Schools to implement the court's desegregation effort. The monitoring system was to include:

(1) A commission sufficiently large to ensure broad citizen participation.
(2) An "Executive Committee" to manage the commission.
(3) A professional staff to provide support services, drawing advisory assistance from state and private universities.
(4) Assistance from state institutions to provide supervisory and support staff needed to analyze and report on information obtained.
(5) Twelve subcommittees to examine the components of the order and to provide input for evaluation by the professional/advisory staff and the Executive Committee. (see p. 12)

The State Superintendent of Public Instruction, Dr. John W. Porter, at the direction of the court, proposed a plan for monitoring the court's desegregation effort and requested the assistance of state institutions. The commission's offices opened in November 1975.

Pursuant to the court's orders, the State supplied necessary support and the commission was appointed and began operation with broad representation from educational institutions, businesses, and labor unions. Additionally, large urban/public-interest oriented groups such as the Urban League, League of Women Voters, and the urban coalition, New Detroit, Inc., were represented. In order to expand community representation, the twelve subcommittees responsible for monitoring individual educational components of the order (e.g., "Reading," "Testing") included community representatives as well as educational professionals.

---

[1] 402 F.Supp. 1096 (1975)

By January 1976, when the desegregation order was to be implemented, the commission had further augmented its broad community base by recruiting and training a corps of volunteer monitors who were to be responsible for on-site observations, interviews, and data collection in the 283 Detroit Public Schools. Thus, within three months of its inception, the commission was on-site, trained, and engaged in monitoring tasks when the buses rolled.

The Monitoring System

While the commission was busy designing "The Monitoring System" (finished by the summer of 1976) the volunteer monitors were collecting broad, programmatic, objective-referenced data that was analyzed in district-wide terms. Data would be collected at the request, e.g., of the "Counseling" subcommittee or "Pupil Reassignment" subcommittee, that would reflect on the overall District level of implementation. This was analyzed and reported to the court, the parties to the case, and the community (through news conferences) along with programmatic recommendations.

After a year of reporting system-wide information it was clear that a different approach might be necessary. The commission's reports that, for example, the "Reading" component was "unevenly" implemented or that the "Student Code of Conduct" was not uniform through the system, had resulted in some program or policy changes at the Central School Board level, but the 283 local schools were frequently not uniformly affected. Moreover, the schools clearly needing improvement were often untouched by the central administration's edicts.

The Detroit Public Schools system is divided into eight regions. Each of the eight regional administrations answers to a regional school board. Each regional school board is represented on the Central Board of Education, but is partially independent. The Central Board of Education has no direct administrative authority over the local school. Because the eight regions differ in their style of operation and in their response to central administration direction, they differ in their demonstrated commitment to implementing the court's programs. In implementing the court's "School-Community Relations" component, for example, some regions have employed more school-community relations personnel than others. These personnel assist in implementing the court's plan to involve the community more fully in educational decisions. Differing levels of staffing may reflect differing regional commitment to such involvement. Again, in the "Student Code of Conduct" component, the local school principals, in their administration of discipline, reflect the attitude of the region boards and region administrations toward discipline. The local school principal must either satisfy the regional attitude, or satisfy the central administration's programmatic efforts to implement the court order. This results in varied regional implementation of the "Student Code of Conduct." The court's efforts to remedy the effects of past segregation, the court-ordered programs intended to improve the quality of education at the local schools, are, thus, frequently impeded by the school system's administrative organization. Regional superintendents have regional reasons for not correcting local school conditions; while the central administration often seems to be organizationally excused.

The problem of local school program implementation required a new tack. A new approach was derived from the existing "Monitoring System." The "Monitoring System" had been designed for the commission by its staff and had been presented to all parties to the case at a "Retreat" in September 1976. The design began in the review of the desegregation orders, wherein staff identified the desegregation goals and actions ordered by the court. A lengthy process involving consultation with the subcommittees of the Monitoring Commission and with the Detroit Public Schools staff resulted in establishing measures for auditing the progress of implementation of each component of the court's orders. The court's objectives and the means of assessing the school system's progress toward those objectives were thus identified.

The General Superintendent of Detroit Public Schools, Dr. Arthur Jefferson, facilitated the design process throughout by providing both information, (e.g., regarding programs, procedures, plans, and proposed timelines) and access to the central administrative staff for liaison. All measures and monitoring instruments designed as part of this "Monitoring System" were thereafter shared with the central and regional administrations for their information and counsel.

The "Monitoring System" employed information gathered by volunteer monitors and obtained through staff interaction with the school system's personnel. Each identified desegregation goal and objective had a corresponding list of activities for staff and volunteers. This guided the collection of information required for subcommittee analysis. The component subcommittees were then to review the staff reports and data, and assess progress. The Monitoring Commission's subcommittees were responsible for establishing criteria and judging levels of attainment according to the criteria they set. Using these criteria, the staff of the commission, again in consultation with subcommittees and school personnel, designed data collecting instruments and measures for assessment. These assessments and judgments were to be reported to the Executive Committee to be transmitted to the court. The process was intended to provide the court all information necessary both to assess progress of implementation and to revise its desegregation orders, if necessary, to achieve the desired effects.

Criteria-Based Assessment of Individual Schools

The commission initiated this new approach in the Spring of 1978. Its aim was to determine how successfully the individual schools delivered the benefits of the court-ordered educational programs to students. The project was to result both in reports on the relative ability of schools to implement these programs and in suggestions for further action. Recommendations to the parties to Bradley v. Milliken were expected to follow from this comparison of schools.

The format for comparison of school's implementation of programs and the assessment of their ability to deliver program benefits to students are shown below.

Comparison of schools -- not evaluation of programs -- was the first aim of this study. The project was to begin with high schools, then to provide the same analysis for middle schools and elementary schools. Although high schools were expected to show the least desegregation-ordered effects, because the benefits of the court's programs would only have affected the last two years of the then current students' education, high schools were studied first. High school students might leave school without having been touched by desegregation-ordered benefits unless attention was directed here first.

When the "Profiles" (the comparison of schools in terms of their levels of implementation of the desegregation programs) are completed, the commission can proceed to evaluate the benefits of the programs designed by the school system to achieve the goals ordered by the court. Before this can occur, the programs must be implemented. This study was intended both to reflect the degree of implementation and to assist in the completion of these programs.

The summary presentation of the assessment data was to be only part of the process that was expected to lead to the further improvement of Detroit's schools. The school system would have the option of explaining the diversity of results (the "successful" and "unsuccessful" schools), initiating indicated actions to improve less successful schools, or changing programs system-wide to achieve desired results. The data was not to provide answers so much as it was to raise questions and to locate individual problems. If decisions were made to improve observed situations then part of the commission's charge would be satisfied.

It should be noted at the outset that neither final conclusions nor casual inferences were the end of the study. It was, rather, to illustrate the relative successes of schools as clearly as possible and to provide this information as the basis of action.

Methodology

The Monitoring Commission set out to develop an individual school assessment process that would allow for the following parameters:

(1) field based, non-professional (volunteer) monitors collecting in-school data;

(2) data collected from central school administration sources, and other agencies, in addition to data collected from local school administrators, teachers, and counselors;

(3) court-ordered goals and identified objectives translated into assessment processes, producing data for judgments by subcommittees made up of professionals and community volunteers;

(4) assessments that could illustrate, comparatively, actions of schools' administrators, while identifying local school and regional problems; and

(5) assessments that could reflect opinions while providing objective comparative measurements.

The methodology was continually refined as staff determined the feasibility of assessment techniques in terms of data processing and collection limitations, volunteer monitor techniques, data reliability, usable sample populations, potential computerized data processing, and system resistance.

To deal with the problems inherent in volunteer, non-professional, in-school monitoring, the interview and data collection instruments were designed to limit error, and a cadre of selected monitors was trained.

The criteria-based assessment scheme was chosen because the "Monitoring System" -- set as it was in terms of goals, objectives, and indicated assessment actions -- lent itself to a process based on subcommittees' identification of criteria and subcommittees' judgments. Again, the "Monitoring System" had been constructed using the subcommittee process and had the cooperation of the central administration as well as the support of the court, so it lent itself readily to the new tack.

The Multi-Level, Criteria-Based Assessment Process

With the assessment's purposes premised, and with the committee structure and other parameters in mind, the commission developed a three-level, criteria-based process. Taking the goals of the court order as the starting point for each component, the "Monitoring System" provided stated objectives. An example follows.

Component: Counseling and Career Guidance

Desegregation Goal: to ensure that the schools assist students in their self-development and acquaint them with the career training possibilities available in the system.

Monitoring System Objectives:

#1: to determine whether the school system is implementing its guidance and counseling plan.

#2: to ascertain the provision of a Community Advisory Committee in each school for the purpose of establishing and modifying policies with respect to guidance and counseling.

With these, at a meeting of the Monitoring Commission's Counseling and Career Guidance Subcommittee, a set of "broad criteria" were identified based on the court-ordered goals (see p. 16). The "broad criteria" served then as the basis for more numerous "minimal criteria" that would be used "for the initial assessment of individual schools."

The "minimal criteria" might, for example, designate specific actions of the local school's administration that would stand as evidence of initial efforts to implement a particular segment of a court-ordered program. These "minimal criteria" could be structured as interview questions or be designated as documents to be collected by volunteer monitors. "Minimal criteria" served both to assess the ability of the local school administration to provide responses and, given that response, to suggest further staff action. This was termed "Assessment I."

Items in the column termed "Staff action for further assessment of indicated schools" were derived from "minimal criteria." These items are commission staff follow-up activities designed to produce data assessing the adequacy of the local school's responses to the questions or instruments of Assessment I" (see pp. 16-19). The "staff action" determined the adequacy of the school's responses in terms of specific details of the local school's policy or program (see p. 18). This assessment of adequacy of response led to the judgment termed "Assessment II."

"Assessment II" used monitor-collected interview responses, personnel lists, collected data, etc., to suggest the next assessment step. An examination of the data or lists or responses might, for example, suggest a need for staff to obtain further records from that school, or to proceed to "Assessment III" for an even more detailed analysis of collected data relating to that school.

At each level the data sought was to reveal more specifics of the local school's implementation of a particular program. For a final level of assessment, based on the initially monitor-collected data, quantitative measurements were developed that could be applied to the data. "Assessment III" thus applied quantitative measures to the individual school's data to demonstrate whether it had met the commission's criteria. This assessment of the local school's level of compliance with specific criteria was a reflection of the school's ability to implement the court's orders.

In sum, at level "I" the local school's ability to respond was assessed. at level "II" the adequacy of the response was assessed. At level "III" the data collected was assessed in terms of compliance with the criteria reflecting the court's objectives. A school satisfying level "III" has demonstrated evidence that the court's orders are there implemented successfully.

Criteria-Based Assessment Indices

Several thousand items providing data for each school were analyzed in order to produce just one page of "Assessment Indices" for that school. These items were obtained through various processes. To outline a few:

(a) in-school volunteer monitor collection of documents;
(b) in-school volunteer monitor interviews of principals;
(c) collection of central administration attendance data, collection of bilingual education eligibility lists, reading and testing data, etc.;
(d) collection of regional bilingual advisory community membership lists and student discipline process data;
(e) questionnaires distributed to all local school-community relations chairmen;
(f) questionnaires distributed to all elementary school teachers and counselors, all high school and middle school English and Social Studies teachers and counselors;
(g) questionnaires to all guidance aides and all counseling department heads.

On the pages below entitled "Assessment of Individual School's Delivery of Court-Ordered Programs" each component of the court order is assessed at three levels.

At the first level, "Assessment I," the index (Index I) for each component reveals whether the local school was able -- with advanced notice -- to provide the monitor with requested information. Staff assessed the material returned and the questionnaires in order to set this index. The index could vary from -1.0 (if the principal could neither respond to questions nor provide documents) to +1.0 (if all questions were answered and all required documents supplied).

At the second level, "Assessment II," the index (Index II) for each component reveals whether the material collected at the school adequately demonstrates conformance with program criteria. This "Index II" is a measure of the "adequacy of the school's response to criteria-based assessment."

It may be useful to examine this process more fully using the "Counseling and Guidance" (High Schools) "Assessment II" measurements. In the tables below (pp.15,18) each numbered item assessed corresponds to an item collected with a particular data collection form. In this case 31 items were assessed for level II. Each item was then examined to determine if it satisfied criteria for that item, and then it was scored as indicated. These scores were totaled (with negative scores weighted against the total) so that the final index (II) reflects the degree of the school's compliance with the component criteria (see pp. 13-14).

An index of 1.0 for "Counseling and Guidance" "Assessment II" would mean that for X school, the commission's information, upon analysis, revealed that all 31 statements below were satisfied or true. An index of 1.0 would be tantamount to a sentence with 31 clauses, e.g.:

> X school has an assigned guidance department head, and the number of assigned guidance counselors satisfies Detroit Public Schools guidelines for 1980-81; and one secretary is assigned per department head; and one secretary is assigned per every two counselors assigned; and the school has a guidance plan of action which includes tasks or objectives in each of six program areas; and the guidance department head reports having appropriate participation in in-service training; and the school's guidance advisory committee has appropriate membership; and . . . .

Rather than make several thousand assertions about each school's activities, in order to express a judgment about the adequacy of the school's responses, it seems clearer to provide an index for each component. If one seeks detail, that is, if one wishes to know exactly which items were satisfactory, and which not, at level II, it is only necessary to check the scoring table for that school, to note the item numbers scored "<->", and to refer to the "Assessment II" "indicator of criteria satisfaction." The scoring tables are available for each school (see e.g. p.15).

At the third level, "Assessment III," the index for each component (Index III reveals whether, upon final analysis, the total set of materials assembled to assess that school demonstrates that that school is in compliance with the commission criteria. "Index III" is a measure of the school's success in meeting the court-ordered objectives.

In the "Counseling and Guidance" (High Schools) "Assessment III" tables there are 53 items that are assessed to produce "Index III." Again, an index of 1.0 would mean that for X school, the total set of information, upon analysis, revealed that all 53 items were satisfactory or true. If all were true, then the commission would have concluded that X school gave evidence of having satisfied the objectives of the court's orders.

Where "Index III" is missing, one of the following explanations applies.

(a) the school did not implement the component due to lack of eligible students, e.g., "bilingual education;"

(b) the final stages of implementation of the component were under the control of the central administration, e.g., "testing," and it was judged inappropriate to attribute this index to the local school; or

(c) no criteria were applied to this component because no evidence was available to assess the component, e.g., the results of "in-service training."

An index of -1.0 would mean that there was no evidence, upon criteria-based assessment, that the school was implementing the court's orders. This would suggest serious further investigation. An index of 1.0 suggests that the school is implementing the court's orders successfully. Most schools' indices will lie between 0 and 1.0, indicating the degree to which the school has successfully implemented that component.

Implementation of the Study

After the subcommittees and staff developed the criteria and measurements (see assessment schematic, Sec. D), survey instruments were developed to meet the parameters of the study. The school system was kept informed of the commission's intentions, and, according to established protocols, the central and local schools' administrators were informed of the timelines of a particular survey and of its requirements (see letters, Sec. D).

Volunteer monitors were assembled and instructed regarding the standards and procedures of a particular survey and were assigned to the schools so that they surveyed specific schools at specific times in accordance with the timelines. After the data were collected, the monitors were reassembled to return the data instruments to staff and to discuss situations encountered in executing the survey during their school visits. At each stage of the assessment, procedures and techniques were reexamined for their utility.

While the three-level assessment was in process, other data were being collected from the central administration department heads. This data resulted in various tables and "School Characteristics" profiles (for example, see Section C).

Additionally, questionnaires were developed to elicit the opinions of teachers and counselors as to their evaluation of the individual schools' delivery of services in the component areas (see Sec. C). These questionnaires were provided to selected sample populations. In the High Schools and Middle Schools all counselors and English and Social Studies teachers were surveyed. In the Elementary Schools all counselors and teachers were surveyed. The return of these questionnaires approached 90 percent, which indicates that this data is highly reliable.

High School Profiles: Impact

In the Fall of 1978 the various assessment instruments were executed in high schools and other information was collected as planned. The data were processed and analyzed during the Winter and the report was assembled for the commission in February 1979.

In March 1979, the commission held a "Retreat" to which all parties to the case were invited. The report was here formally presented to the schools' administration (after various elements and findings had been previously discussed). Following the "Retreat" the report, entitled Detroit High School Profiles--1978 Criteria-Based Assessment Summary, was officially forwarded to the court and released to the public at a news conference.

In April 1979, the Executive Committee of the Commission drafted and approved a set of recommendations based on the findings of the Profiles--Summary. These, too, were forwarded to the Detroit Public Schools and the other parties to the case: the N.A.A.C.P., the Detroit Federation of Teachers, the Michigan State Board of Education, and Governor Milliken. The court also received these recommendations. The commission requested a response from the school system by 30 June 1979.

Judge Robert E. DeMascio, in a Memorandum and Order dated 30 May 1979, noted the findings of the commission's study and ordered a hearing to discuss appropriate action by the parties. On 29 June the Detroit Public Schools filed a response to the Monitoring Commission's report and recommendations with the court. The court soon held hearings (on 23 July) and heard a discussion of the report and testimony from the Monitoring Commission Chairman, Fay O'Hare, and the General Superintendent, Dr. Arthur Jefferson. The judge then issued a Memorandum and Order (6 September 1979) in which he wrote:

> After reviewing the March 21, 1979 Monitoring Commission Report, we concluded that the Detroit Board has knowingly failed to implement the remedial programs ordered by the court in 1975. The evidence presented at the July 23, 1979 hearing on the Monitoring Commission Report fully supports our conclusion. That report, now a part of this record, is unrefuted and establishes that the Detroit Board is lagging in its implementation of court ordered remedial programs. (Memorandum Opinion, p. 3)
>
> . . . . .
>
> We are persuaded that the court must act to ascertain that its orders can be implemented. (p.6)
>
> . . . . .
>
> IT IS FURTHER ORDERED that a hearing be held . . . at which time the parties will produce evidence from which the court may determine the steps to be taken to assure greater progress in the implementation of its desegregation order. (Order, p.1)

Hearings continued through November 1979. In January 1980, the court ordered that the parties submit briefs to recommend actions that would ensure the implementation of the court's remedial desegregation orders. Since January 1980, various briefs with recommendations and counter recommendations, replies and responses to recommendations have been filed by the parties.

Actions recommended by the parties to the case include:

(1) that the Detroit Public Schools reorganize with respect to the authority of superintendents;

(2) that an office of desegregation implementation be instituted within the school system structure;

(3) that the role of the community in the selection of local school principals be increased;

(4) that the administration of program management be reorganized;

(5) that the Monitoring Commission undertake supervision of school-community relations programs in 283 local schools;

(6) that there be further studies of component program needs by outside consultants; and

(7) that findings of contempt be applied by the court to high school officials.

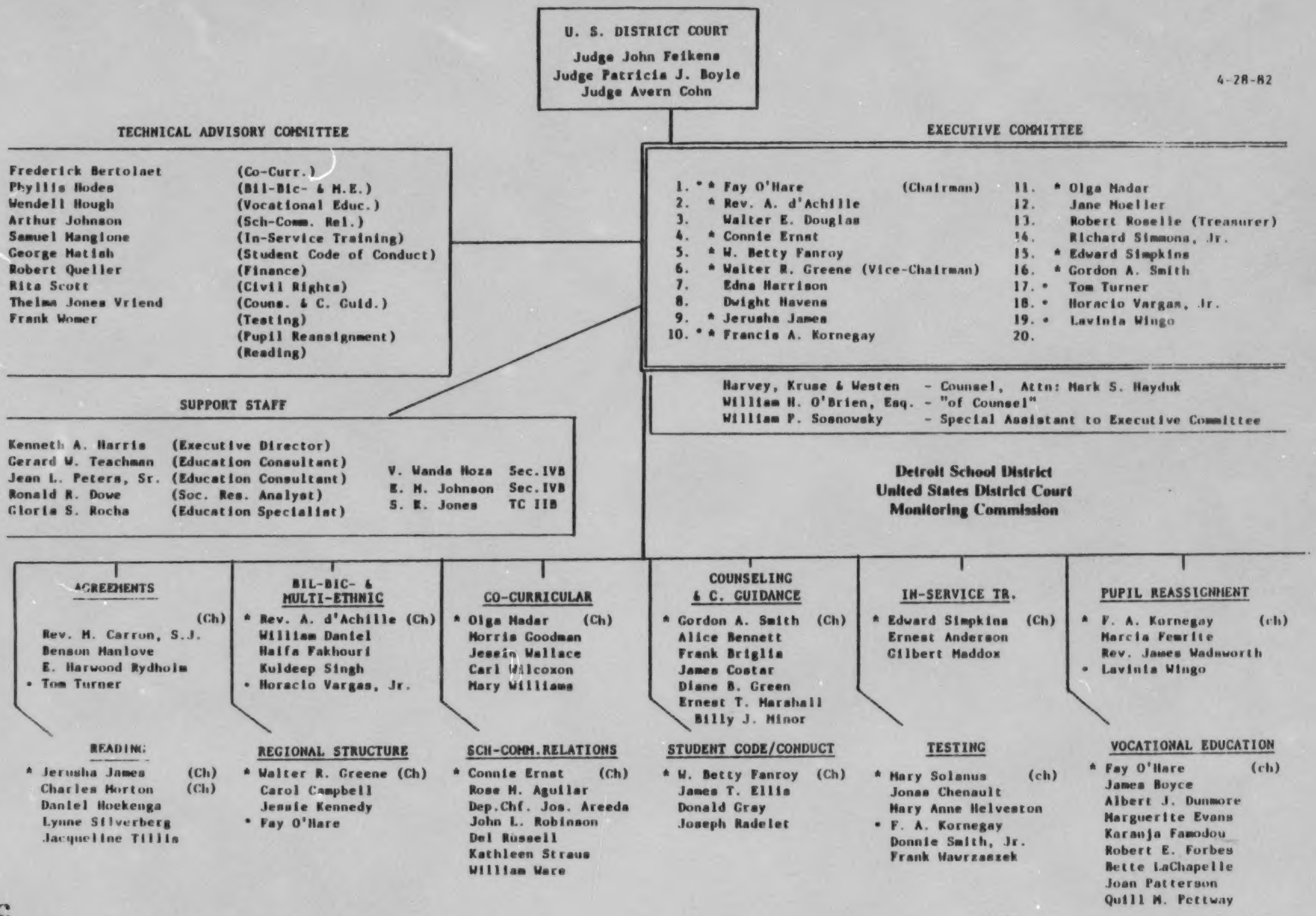
Summary of Recent Events

In response to a ruling of the Sixth Circuit Court, Judge DeMascio ordered a new pupil reassignment plan that would involve busing students across Region boundaries within Detroit. This order was stayed. The Sixth Circuit Court remanded the order requesting a plan involving all of Detroit's eight school Regions. And, in 1980 at the Circuit Court's recommendation, Judge DeMascio removed himself from the case.

Chief Judge John Feikens, Judge Avern Cohn, and Judge Patricia J. Boyle of the District Court were selected to decide the case. In the Fall of 1980 they began to pursue necessary remedies, and in February 1981 they ordered a new pupil reassignment plan to take effect in September 1981. It was here indicated that, after January 1982, transportation of students that did not serve a desegregative purpose could be eliminated.

Further hearings resulted in an agreement (in September 1981) among the parties that established (a) the length of time (until 1988) that court-ordered educational remedies would be funded by the defendants, and (b) a schedule of reports to the court by the defendants. The court has so-ordered.

The court continues to pursue full implementation of all court-ordered components and recently directed the school system to provide more effective administration of the Student Code of Conduct and more thorough and timely student transportation plans.



U. S. DISTRICT COURT

Judge John Feikens
Judge Patricia J. Boyle
Judge Avern Cohn

4-28-82

Detroit School District
United States District Court
Monitoring Commission

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SCORING FOR THE MINIMAL ASSESSMENT [1]

A relatively simple and straightforward method of summarizing the collected data was chosen for this assessment of the Detroit Public Schools. Each of the individual questions, documents, and other data converted to fit this scoring paradigm:

Item Conforms to Indicator		Score		Numerical Score
<YES>	⇨	<+>	⇨	<+1>
<NO>	⇨	<->	⇨	<-1>
<AMBIGUOUS>	⇨	<0>	⇨	<0>

These converted scores were used to derive each of the three summary indices of component implementation for individual schools.

For example, in Assessment I, under Counseling and Career Guidance, the local school principal was asked to submit a copy of the school's Guidance Plan of Action. If a document was submitted, the school was scored <+> on assessment item 8 (one of seventy for this component); conversely, if a document was not submitted, the assigned score was <->; and if the principal's submission was ambiguous or unascertained, the assigned score for this item was <0>.

These <+>, <->, and <0> scores were converted to numerical scores of <+1>. <-1>, and <0>, summed to derive a total, and then converted to an index by dividing by the total number of items assessed. This procedure is analogous to multiple choice tests where there is a penalty (i.e. -1) for incorrect answers or guesses. The indices weight negatively assessed items against the total.

In Assessment II, the submitted document was reviewed to determine whether or not the document included an outline of guidance program plans for the 1979-80 school year. Again, if the document satisfied the specified requirements, the assessment item 8 was scored <+>; if not, the item was scored <->; and if the document was ambiguous, the item was assigned a score of <0>. The same mathematical procedure outlined above was then used to derive the index for Assessment II.

Assessment III applied a different set of indicators to judge local school compliance with broad goals of the court-ordered guidance component. Following the example of the Guidance Plan of Action, the document was further reviewed to ascertain whether it included the "core objectives" specified in the DPS Guidance Program Model. If the plan included 6 "core objectives" and strategies for implementation, item 3 under Assessment III was scored <+>; if 5 "core objectives" were included with strategies for implementation, it was scored <0>; if fewer than 5 objectives were included or no document was submitted, it was scored <->. The mathematical procedure outlined above was then used to derive the index for Assessment III.

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[1] The scoring for minimal assessment process used below on pp. A-13 - A-20 utilize criteria for elementary school programs for an example.

The example below shows how the indices were derived for Counseling and Career Guidance in one elementary school:

COMPONENT	ASSESSMENT I.		ASSESSMENT II.		ASSESSMENT III.	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 70 (0) = (-) =	1.0	(+) = 59 (0) = (-) = 9	.74	(+) = 11 (0) = 3 (-) = 3	.47

<+> <-> <0>

STEP 1 ⇨ 70 + 0 + 0 = 70 ⇨ TOTAL
STEP 2 ⇨ 70(1) + 0(-1) + 0(0) = 70
STEP 3 ⇨ ⇨ ⇨ 70 ÷ 70 = 1.0 ⇨ ASSESSMENT I INDEX

STEP 1 ⇨ 59 + 9 + 0 = 68 ⇨ TOTAL
STEP 2 ⇨ 59(1) + 9(-1) + 0(0) = 50
STEP 3 ⇨ ⇨ ⇨ 50 ÷ 68 =.74 ⇨ ASSESSMENT II INDEX

STEP 1 ⇨ 11 + 3 + 3 = 17 ⇨ TOTAL
STEP 2 ⇨ 11(1) + 3(-1) + 3(0) = 8
STEP 3 ⇨ ⇨ ⇨ 8 ÷ 17 =.47 ⇨ ASSESSMENT III INDEX

In Summary:

- These indices are not percentages.
- The indices run from -1.0 to +1.0 (percentages run from 0 to 100%).
- To obtain the index, the inappropriate items or replies were subtracted from the appropriate items or replies.
- These indices highlight problems: each negatively assessed item pertains to a specific deficiency.

CODING FORM

SCHOOL CODE
XXXX

DATE 9 APRIL 1981 PAGE 1 OF 1

SCHOOL 'X' ELEMENTARY

STATEMENT NUMBER | CONT | ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS | LINE NUMBER

COMPONENT	ASSESSMENT	1–72
BILINGUAL	I	+ + + + + + + + + + + + + + + + + + +
	II	+ + + + + + + + + + + + +
	III	+ - + + - - + + +
COUNSELING	I	+ +
	II	+ - + + + + + + + + + + - + + + + + + + - + + + + - + + + + - - - + + + + + + + + + +
	III	0 + + + + 0 + 0 - + - + + + + +
IN-SERVICE	I	+ + + + + + + + + + + + + + + + + + 0 0 + + +
	II	+ + + + + + + + + + + + + + + 0 0 +
READING	I	+ + + + + 0 +
	II	+ + + 0 +
	III	+ + + + + + + + + 0 + + + + + + +
SCR	I	+ + + 0 0 + + + + + + + + 0 + + + 0 + + + + + + + + + + + + + + + + +
	II	+ + + 0 0 - + + + + + + 0 + - - 0 + + + + + + + + + + 0 + + + + +
	III	+ + 0 - + + - + + 0 + + + + - 0 - + - - - 0 0 - - +
STUDENT CODE	I	+ 0 0 0 + 0
	II	+ + + - + + + + + + + + + + + + + - 0
	III	+ 0 + + + + + + + +
TESTING	I	+ + + + + + + + + 0 + + 0 0 + + + + +
	II	+ + + + + + + + + + + + + +

COUNSELING AND CAREER GUIDANCE

Broad Criteria Based on Court-Ordered Goals	Minimal Criteria for Initial Assessment of Elementary Schools	Staff Action for Further Assessment of Indicated Schools
1. All personnel required for implementation of the elementary program are in place according to Detroit Public Schools policy pursuant to the court-ordered plan.	1.1.1 The local school has a guidance counselor assigned pursuant to program plans.	1.2.1 Staff analysis to determine adherence to policy and program plans
2. Counselors have received in-service training consistent with program plans.	2.1.1 Counselors received pre-service orientation. 2.1.2 Counselors are in-serviced as appropriate.	2.2.1 Interviews of staff
3. Counselors are performing tasks and fulfilling responsibilities consistent with job titles and role functions.	3.1.1 Counselors perform work assignments consistent with role functions: (a) provide individual counseling for students; (b) provide group counseling for students; (c) provide in-service training for staff; (d) provide consultant services to staff; (e) provide consultant services to parents; (f) plan, conduct, and coordinate career guidance; (g) provide orientation for middle school programs.	3.2.1 Interviews of staff

(More)

COUNSELING AND CAREER GUIDANCE (cont'd)

Broad Criteria Based on Court-Ordered Goals	Minimal Criteria for Initial Assessment of Elementary Schools	Staff Action for Further Assessment of Indicated Schools
4. The school has a viable Guidance Advisory Committee (GAC).	4.1.1 The GAC is organized with representation recommended by the Central Guidance Department. 4.1.2 The GAC meets regularly and as appropriate. 4.1.3 The GAC has developed plans and goals. 4.1.4 The GAC is in-serviced regarding its purpose and function.	4.2.1 Staff Analysis 4.2.2 Monitoring of meetings 4.2.3 Analysis of records
5. The local school performs adequate school guidance planning.	5.1.1 The local school has a "School Guidance Plan" which: (a) includes goals and objectives; (b) includes pertinent activities; (c) has appropriate timelines; (d) provides for assessment and monitoring.	5.2.1 Analysis to determine: (a) comprehensiveness (b) clarity (c) assessment and evaluation

PAGE 1 OF 10
COUNSELING AND GUIDANCE
(ELEMENTARY)

ASSESSMENT II

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	1.	SCHOOL IS DESIGNATED FOR COUNSELING SERVICES AND CURRENTLY HAS A GUIDANCE COUNSELOR ASSIGNED TO IT.	<+> <->	YES NO
2	2A.	PRINCIPAL REPORTS THAT GUIDANCE COUNSELOR HAS A VALID MICHIGAN TEACHING CERTIFICATE.	<+> <->	YES NO OR DON'T KNOW
3	2B.	PRINCIPAL REPORTS THAT COUNSELOR HAS ELEMENTARY GUIDANCE COUNSELOR ENDORSEMENT.	<+> <->	YES NO OR DON'T KNOW
4	3.	PRINCIPAL REPORTS THAT THIS COUNSELOR IS ASSIGNED FULL-TIME.	<+> <->	FULL-TIME ASSIGNMENT PART-TIME ASSIGNMENT
5	4.	PRINCIPAL REPORTS THAT A COUNSLEOR HAS BEEN ASSIGNED TO THIS SCHOOL FOR ONE YEAR OR MORE.	<+> <->	≥ 1 SCHOOL YEAR < 8 MONTHS
6	5.	PRINCIPAL REPORTS THAT THE CURRENT GUIDANCE COUNSELOR WAS ASSIGNED PRIOR TO NOVEMBER 1979.	<+> <->	PRIOR TO 11/79 AFTER 11/79
7	6.	DURING SCHOOL YEAR 1979-80 PRINCIPAL ATTENDED IN-SERVICE WORKSHOP ENTITLED " IMPLEMENTING THE ELEMENTARY SCHOOL GUIDANCE AND COUNSELING PROGRAM" .	<+> <->	YES NO
8	7.	PRINCIPAL SUBMITS SCHOOL'S GUIDANCE PLAN OF ACTION WHICH OUTLINES GUIDANCE PROGRAM PLANS FOR SCHOOL YEAR 1979-80.	<+> <-> <0>	DOCUMENT SUBMITTED DOES NOT OUTLINE GUIDANCE PROGRAM PLANS OR NOT AVAILABLE MISSING

(MORE)

PAGE 1 OF 5
COUNSELING AND GUIDANCE
(ELEMENTARY)

ASSESSMENT III

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	3.,4.,5.	THE CURRENT COUNSELOR WAS ASSIGNED TO THIS SCHOOL FULL-TIME PRIOR TO 11/79.	<+> <0> <->	YES (FULL-TIME) YES (PART-TIME) NO
2	6.	PRINCIPAL SAYS HE ATTENDED GUIDANCE IN-SERVICE WORKSHOPS DURING SCHOOL YEAR 1979-80.	<+> <->	YES NO
3	7.	THE GUIDANCE PLAN OF ACTION OF THE SCHOOL INCLUDES CORE OBJECTIVES AS SPECIFIED IN THE GUIDANCE PROGRAM MODEL, I.E., COUNSELING, CONSULTATION, COORDINATION, CAREER GUIDANCE, PROGRAM SELECTION AND PLACEMENT, REFERRAL AND INFORMATION, AND EVALUATION.	<+> <0> <->	PLAN INCLUDES 6 OUT OF 7 OF THE CORE OBJECTIVES AND INCLUDES IMPLEMENTATION STRATEGIES PLAN INCLUDES 5 OUT OF 7 OF THE CORE OBJECTIVES AND STRATEGIES FOR IMPLEMENTATION PLAN INCLUDES < 5 OF THE CORE OBJECTIVES
4	12A.1 — 12J.1	SINCE 11/79, THIS COUNSELOR HAS NOT BEEN ASSIGNED TO INAPPROPRIATE TASKS IN THE SCHOOL.	<+> <->	≤ 1 INSTANCE OF INAPPROPRIATE ASSIGNMENT > 1 INSTANCE OF INAPPROPRIATE ASSIGNMENT
5	12A.2 — 12J.2	SINCE 11/79, THIS COUNSELOR HAS BEEN ASSIGNED NO INAPPROPRIATE TASK WHICH IMPEDED IMPLEMENTATION OF THE GUIDANCE PROGRAM.	<+> <->	ALL NO'S ≥ 1 YES
6	13.—17.	THE GUIDANCE ADVISORY COMMITTEE (GAC) DOCUMENTS REQUESTED OF THIS SCHOOL WERE SUBMITTED AND INDICATE THAT THIS SCHOOL'S GAC SATISFIED THE FOLLOWING CRITERIA:		

(MORE)

NOTES ON SECTIONS B - E

Section B: Summary Findings

As it was indicated above in section A, the commission used various methods of data collection and various sources of information to prepare these Profiles. In this section the commission has summarized the findings developed from data from all sources. Here is a component by component summary of the aggregate data as analyzed by subcommittees assisted by staff.

Section C: Profiles of Individual High Schools

Each school has a Profile in this section that consists of six pages of information.

The first two pages for each school, "Individual School Characteristics," reports selected information obtained from Detroit Public Schools administrative offices. These pages provide background for comparison of schools in terms of size, attendance and discipline, achievement scores, and student attrition.

The third and fourth pages for each school, "Criteria-Based Assessment Indices," display the summary assessment data derived from several thousand items of information about each school. These pages numerically reflect the success of each school in delivering the benefits of the several court-ordered programs to students (see above, pp. 4-8).

A score (Index I) is given, by component, reflecting the school's demonstrated ability to respond to the commission's inquiry about that component. A summary score (Index I Assessment) reflects the school's overall ability to respond. Another score (Index II) reflects the adequacy of each school's responses to inquiries about each component; while a summary score (II) reflects the adequacy of the school's total response. A final score (Index III) for each component reflects each school's success in delivering each component to students. An overall score reflecting the school's ability to deliver the benefits of the court's order is given Index III Assessment. This final index is a measure of the school's compliance with the court's orders.

The fifth and sixth pages, "Teacher and Counselor Ratings of Individual Schools," report the estimates of the high schools' English and Social Studies teachers and counselors, as they view the schools' successes in the several components. In 1978 they were asked also to view the school in retrospect -- three years earlier when the programs began -- to note improvements. Where the teachers indicated that they could not judge this, no response was measured.

Section D: Minimal Criteria, and Indicators

The criteria used to assess the schools, the flow charts reflecting the development of the criteria and their use, and letters explaining this process to school administrators are included here. The criteria were developed by the commission in consultation with Detroit Public Schools administrators and department heads (see above pp. 2-6).

The "Indicators of Criteria Satisfaction," here were developed to measure:

(a) the individual school's ability to respond;
(b) the adequacy of the school's responses, and
(c) the conformance of the school's programs with the court's orders (see above, pp. 7-9).

High School "indicators" follow below.

Section E: Explanatory Tables

The tables included in this section were compiled from data reported by the school system. These tables are explained individually within this section. They concern:

High School Attrition,
Classroom Attendance,
Reading Achievement,
Student Code of Conduct,
Class Size, and
Vocational Education.

Section F: Individual High School Scoring Matrices

The criteria-based assessment indices included in Section C, based on the criteria and indicators (Section D), were developed using tables as shown in the methodology section, pp. A-13 - A-19. The scoring tables for each school are included in this section. These tables report the score on each item, in each component, for every school using the Monitoring Commission's indicators.

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United States District Court
Monitoring Commission

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(313) 226-6363

Summary of the Status of Implementation of the Bilingual/Bicultural and Multi-Ethnic Component

As part of the Bradley v. Milliken desegregation remedy, the court-ordered the Detroit Public Schools to implement Michigan's "Bilingual Education Law" (see footnote below). The court's goal was to ensure that students of limited English-speaking ability (LESA students) were provided equal access to quality education. The commission's task was to monitor the implementation of the state law in Detroit's schools.

The data made available to the Monitoring Commission by the local schools indicate the following:

1. Thirteen schools included lists of eligible bilingual students:

    Cass Technical
    Murray-Wright
    Northeastern
    Southwestern
    Western
    Cody
    Cooley
    Redford
    Pershing
    Osborn
    Denby
    Finney
    Kettering

2. Eight of the thirteen schools offered bilingual services (see table below):

    Southwestern
    Western
    Cody
    Pershing
    Osborn
    Denby
    Finney
    Kettering

3. Chadsey stated that it had a Bilingual program, with 68 Spanish-speaking students, but submitted no documentation.

4. The remaining nine high schools stated that they had no bilingual students, however, they did not document that they had used the standard identification process to establish that fact. Neither Osborn nor Pershing documented the use of tests although they reported that they had programs.

5. Osborn's interview form states that 6 students (3 Spanish and 3 Italian-speaking) are receiving Bilingual services. The master list indicates only the three Spanish are receiving Bilingual services.

6. Kettering teacher lists include one Arabic-speaking student. All but the Spanish-speaking students receive English as a second language (ESL) instruction.

In summary, the Detroit public high schools are meeting the needs of a limited number of students that they have identified. They are not, however, providing bilingual education to all of the identified students in any high school. They do not have qualified (certified and endorsed or para-professional) staff to meet the needs of all the identified students, nor are the schools able to document that all potentially eligible students are being identfied.

The evidence shows that only Spanish-speaking, Arabic-speaking, and Chaldean-speaking students are being instructed by staff who speak their languages. This is the minimal requirement of Michigan law.[1] It is unlikely, however, that many of these students are receiving actual "Bilingual" services; nor are they receiving the minimal services required by the Michigan Department of Education, i.e., instruction in the home language for at least one hour per day to include instruction in content-area classes. The at least twenty-six other language groups identified in Detroit high schools are not receiving Bilingual services nor instruction in their native languages.

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[1] Bilingual instruction by law requires "the use of two languages, one of which is English, for speaking, reading, writing, or comprehension." It is required as media of instruction wherever 20 or more children of Limited English-Speaking Ability in a language classification are enrolled in a school district. (Public Act 451, effective 1977)

TABLE E-28: NUMBERS OF INSTRUCTIONAL STAFF, STUDENTS IDENTIFIED AS ELIGIBLE FOR BILINGUAL INSTRUCTION, AND TYPE OF SERVICES PROVIDED, FOR DETROIT PUBLIC HIGH SCHOOLS REPORTING DATA, 1980-81[a]

	CERTIFIED TEACHERS[b]		TECHNICIANS/ SCHL. SERVICE ASSISTANTS[c]		"ELIGIBLE" STUDENTS[d]					LISTED SERVICES[e]	
SCHOOL	#	LANGUAGE	#	LANGUAGE	#	LANGUAGE	#	LANGUAGE	TOTAL	# BILINGUAL	# ESL
SOUTHWESTERN	1 1	ARABIC SPANISH	1 1	ARABIC SPANISH	32 1 1 1	ARABIC CANTONESE GERMAN ITALIAN	68 1 1	SPANISH TURK URDU	105	105	0
WESTERN	1 1 4	ARABIC JAPANESE SPANISH	2	SPANISH	18 243	ARABIC SPANISH	(1 (2 (2	AMERICAN-INDIAN)* VIETNAMESE/CHINESE)* MALTESE)*	261 (5)*	259	2
CODY	1	*(no language listed)*	0		8 1 1 4 1	ARABIC CANTONESE ITALIAN KOREAN MALTESE	1 8 1 5	POLISH SPANISH SERBO-CROATIAN TAGALOG	30	8	22
OSBORN	1	SPANISH *(seeking endorsement)*	0		6 1 3 1 11	ARABIC HMONG ITALIAN KOREAN LAOTIAN	1 3 3 2 2	POLISH SERBO-CROATIAN SPANISH THAI URDU	33	3	30
PERSHING	2 1 1 1	CHALDEAN, ARABIC CHALDEAN, ARABIC, FRENCH FRENCH, ARABIC SPANISH, FRENCH	0		99 2 2 54	ARABIC ARMENIAN ASSYRIAN CHALDEAN	1 2 3	MELAYAN SPANISH *(missing)*	163	163	0
DENBY	1	YUGOSLAVIAN	0		(9 (1 (3	ARABIC)** HINDI)** ITALIAN)**	(3 (1 (3	SPANISH)** URDU)** YUGOSLAVIAN)**	(20)**	*(missing)*	*(missing)*
FINNEY	1	ITALIAN, GREEK, SPANISH	0		5 1 3 1 5	ARABIC CHALDEAN FILIPINO FRENCH GREEK	1 8 1 2 1	HINDI ITALIAN KOREAN SPANISH TAGALOG	28	15	13
KETTERING	1	SPANISH	0		1 5 1	GREEK LAOTIAN SPANISH			7	1	6

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* *Teachers in this school also reported these additional students not included in the school's master list.*

** *School did not submit a master list. Teachers listed these students.*

[a] *All data as reported by Detroit public high schools.*

[b] *State of Michigan guidelines require that teachers in bilingual education classes obtain a special endorsement to their teaching certificates. Where a teacher is enrolled in a certified bilingual education endorsement program, the "seeking endorsement" designation is given.*

[c] *"Technicians" and "School-Service Assistants" are non-certified, para-professional staff who are employed by the Detroit Public Schools to assist regular teachers in bilingual education programs.*

[d] *"Eligible Students" are those students who have been reported eligible by the high school, and who are supposed to meet criteria established by the State of Michigan.*

[e] *"Listed Services", either Bilingual or ESL, provided by the local high school. See summary for a discussion regarding the appropriateness of the "bilingual" designation for these services.*

SUMMARY OF STATUS

Detroit School District
United States District Court
Monitoring Commission

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Summary of the Status of Implementation of the Counseling and Career Guidance Component

The court order of May 11, 1976 required that the Central Board's guidance plan, as modified by the Monitoring Commission's Counseling and Career Guidance Subcommittee, be implemented in the district's elementary, middle, and senior high schools.

The central purpose of the high school court-ordered guidance program is to increase the delivery of guidance services to students at all grade levels (9-12) and, thereby, to help create a positive school environment that provides for students' personal-social development and their academic and career growth and development. Implementation of that central purpose calls for a new role for counselors. Such a role is one that requires that the majority of counselor time be spent with students in appropriate guidance and counseling activities. It also requires that counselors service the entire school population rather than working exclusively with students having discipline or attendance problems and with those who are high academic achievers. With the introduction of these guidance program changes, high school principals faced what they considered a dilemma: implementing this new program while at the same time handling membership accounting, attendance record-keeping, and the administration of student discipline -- tasks that were previously the responsibility of counselors. Successful implementation at the high school level has been contingent to a large measure on the resolution of that dilemma. The school district took a major step toward implementing the component in October 1979, when the Central Board adopted the new Guidance Program Model. The goals implicit in the model and in the court-ordered plan are the basis for the criteria and indicators used in this assessment.

This study makes an assessment of the status of implementation in these broad areas of compliance: (A) progress in removal of impediments to program implementation; (B) progress toward increasing the quantity and improving the quality of counseling and guidance services for students at each high school; and (C) staff participation in in-service training, university classes in the field, and professional guidance association activities.

In order to determine the relative implementation status of each high school in each of these three areas, similar data was collected and analyzed for school years 1978-79, 1979-80, and 1980-81.

Data for the three-year period consist of high school counselor surveys (mailed questionnaires), guidance department head surveys, and interview data collected by Monitoring Commission monitors. Data from each of the three areas of compliance -- (A) Removal of Impediments, (B) Increasing Services, and (C) In-Service Training -- follow below:

A. Progress in the Removal of Impediments to Implementation

1. COUNSELORS' INAPPROPRIATE INVOLVEMENT IN ATTENDANCE RECORD-KEEPING PROCEDURES.

With the introduction of new attendance procedures for 1977-78, high school counselors became more entrenched than ever before in performing attendance record-keeping chores of a clerical nature and in the administration of student discipline (i.e., exclusions and suspensions).

Monitoring Commission reports made during school years 1977-78 and 1978-79 pointed out these violations and failures in program implementation. Local, regional, and central administrators, however, continued to rationalize the inappropriate use of counselors as highly paid attendance clerks and disciplinarians. The High School Profiles report and the subsequent court hearings of 1979, focused attention on this serious impediment to program implementation.

The Monitoring Commission conducted a series of high school surveys for the school years 1978-79, 1979-80, and 1980-81. Selected portions of that data are used in the following comparison.

A Three year Comparison of Counselors' Inappropriate Involvement in Attendance Record-Keeping

1978-1979	1979-1980	1980-1981
94% of all high school counselors were involved	62% of all high school counselors were involved	65% of all highschool counselors were involved
6% were not involved	38% were not involved	35% were not involved.

Additional counselor response data for 1980-81 accentuates the serious nature of inappropriate counselor involvement in attendance record-keeping. With 87% (146) of the 168 high school counselors responding, 57% (79) of the respondents reported that they maintained official attendance records or student absence lists. Of this same group, 60% (43) indicated that this work impeded implementation of the guidance program. In addition, 49% (71) of the respondents reported that they had been assigned to phone or to mail student irregular attendance notices to parents. Of this group, 64% (40) indicated that these clerical duties impeded program implementation.

2. COUNSELOR INAPPROPRIATE INVOLVEMENT IN THE ADMINISTRATION OF STUDENT DISCIPLINE.

The following chart summarizes the situation:

Counselor Inappropriate Involvement in the Administration of Student Discipline

1978-1979	1979-1980	1980-1981
64% were directly involved	19% were directly involved	27% were directly involved
35% were not directly involved	80% were not directly involved	73% were not directly involved

For 1980-81, 25% (37) of counselors responding reported they prepared exclusion or suspension forms, and 20 counselors reported they had excluded or suspended students since September 1980. Counselor responses indicate that these assignments impeded program implementation in terms of both program priorities and the misinterpretation of their role as student advocates.

3. AVAILABILITY AND ADEQUACY OF CLERICAL OR SECRETARIAL SERVICES.

Counselor surveys rendered in 1978-79, 1979-80, and 1980-81 gave opportunity for high school counselors to rate their clerical services in two areas--availability to them and adequacy of service. The number of schools where counselors reported satisfaction are shown in the following chart:

Availability and Adequacy of Clerical or Secretarial Services in 23 High Schools

Year	Availability Number of Schools Where Counselors Were Satisfied	Adequacy Number of Schools Where Counselors Were Satisfied
1978-79	12 High Schools	11 High Schools
1979-80	15 High Schools (25% increase)	17 High Schools (54% increase)
1980-81	12 High Schools (20% decrease)	10 High Schools (41% decrease)

Emphasis on the number of high schools where most counselors appear to be satisfied with the availability and adequacy of clerical services should not overshadow the fact that in the third and fifth year of implementation, counselors at one-half of the high schools indicated dissatisfaction with the availability of clerical services, while counselors in over 50% of the schools were dissatisfied with the adequacy (quality) of service received.

Essentially, the data indicate that this situation improved after the court hearings (i.e., the fourth year of implementation, 1979-80) and fell below both prior school years during 1980-81.

B. Progress in the Delivery of Guidance Services to Students

1. INCREASING THE QUALITY OF INDIVIDUAL COUNSELING.

With respect to individual counseling, a comparison of high school counselor responses for 1978-79, 1979-80, and 1980-81 is given in the following chart:

Year	Mean Proportion of Students Recommended for Individual Counseling	Mean Proportion of Students Recommended Who Actually Received Adequate Individual Counseling
1978-79	60% or an average of 180 students per counselor	42% or an average of 76 students per counselor (1/4 of counselor's load)
1979-80	73% or an average of 219 students per counselor	78% or an average of 171 students per counselor (about 3/5 of counselor's load)
1980-81	72% or an average of 216 students per counselor	66% or an average of 143 students per counselor (about 1/2 of counselor's load)

The responses of high school counselors show that, based on their records and estimates (mean), there have been increases in the number of students per counselor that actually received individual counseling. They also indicate, however, that many of the students in 1980-81 did not receive adequate individual counseling.

2. INCREASING THE QUANTITY AND QUALITY OF GROUP COUNSELING[1]

Progress in establishing on-going group counseling sessions can be seen by comparing the total number of groups in session in 1978-79 with those of successive years:

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[1] "Group counseling" refers to a series of scheduled meetings wherein interaction among participants is continued over an extended period for the purpose of behavioral change or adjustment. These groups are usually limited to a maximum of 10 to 12 people.

Total Number of Counseling Groups 1978-79	Total number of Counseling Groups 1979-80	Total Number of Counseling Groups 1980-81
51 (510 students)	184 (1,840 students)	201 (2,010 students)

These data indicate a reported increase of 133 groups in 1979-80 and a small increase (17 groups) in 1980-81. Based on department head interviews and data for 1980-81, there is wide variability in the extent to which group counseling services are being provided at each school. The number of groups at each high school ranged from no groups in two high schools to a high of 21 groups reported in another. Also, it is clear that some department heads in 1980-81 were reporting group guidance sessions as "on-going" counseling groups.[2]

When asked to grade their respective departments in several categories, 18 guidance department heads rated their "group counseling program" as "C" or better, while four (4) rated theirs as "D", and one did not answer. Based on department head and counselor data, it is clear that, in spite of some increase, this is one of the areas that needs additional emphasis.

3. GROUP GUIDANCE AND CAREER GUIDANCE FOR STUDENTS (e.g., grade level orientation sessions, career guidance, test and scholarship information sessions)

One of the student service areas that Detroit counselors rated as lowest in 1978-79 was that of providing group guidance services to students. Sixteen schools rated guidance services as "inadequate," six rated them as "adequate," and two rated them as "somewhat adequate."

1980-81 counselor ratings show counselors of only two schools rating their group guidance as "inadequate," while nine schools were rated as "adequate," and 12 rated as "somewhat adequate."

C. Participation in Inservice Training and Professional Development

123 of the counselors responding (84%) stated that they participated in guidance association activities; 50 (34%) attended university classes in their field; 126 (86%) participated in three of the four in-service training programs listed on their questionnaire. Of this latter group, 101 (80%) graded the usefulness of their in-service as "B" or better, while 17 (13%) graded it as "C," and eight (6%) graded it "D," "Fail," or "don't know." In general, this compares favorably with the ratings for 1978-79. Responses to other questionnaire items, however,

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[2] See footnote [1] above. "Group guidance" refers to a meeting or session whose major purpose is the dissemination of information regarding educational or career choice, or general personal-social concerns.

indicate only moderate overall counselor satisfaction. Other indications are that this may be due to either a lack of in-service in specific areas desired, or concern over too little in-service training for all guidance personnel.

In summary, an analysis of the data for 1978-79, 1979-80 and 1980-81 show some progress after the Monitoring Commission's first High School Profiles assessment (1978-79). It is evident that most progress was made during 1979-80, both in increased delivery of guidance services to students and in the elimination of program impediments. During 1980-81, the level of progress declined in several areas compared with the 1978-79 level. A notable exception was group guidance activities. Counselor and guidance department head response data support the conclusion that considerable progress in this area occurred in 1980-81. However, responses from the same two sources show lack of continued progress in the elimination of program impediments, i.e., continued misuse of guidance personnel during 1980-81. Counselors and department heads in significant numbers were being assigned tasks that violated guidelines of the Model and also the General Superintendent's letter of September 5, 1980, which defines the role of high school guidance department heads. Finally, it is worth repeating that the rapid progress made in 1978-79 gives clear indication that when Central and local administrators establish appropriate priorities for guidance and counseling, implementation is accelerated dramatically. On the other hand, the decline in 1980-81 confirms that any relaxation of priorities and expectations will seriously disrupt progress in the implementation of program goals.

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Monitoring Commission
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Summary of the Status of Implementation
of the In-Service Training Component

The court's goal in the use of "in-service training" was to ensure that all staff and other participants in the Detroit schools were prepared to deal with the new experiences that would accompany desegregation. The commission's task was to determine whether the Detroit Board of Education implemented effective on-going in-service training programs in the areas of teacher expectations, human relations, minority cultures, and in the educational components, especially in the Uniform Code of Studetn Conduct component.

Assessment levels I and II of the study reflect that the Detroit public high schools have implemented the court-ordered In-Service component. There were only two schools, Chadsey and Southeastern, in which the principals indicated that the component was not adequately implemented. The principal at Chadsey, however, was new to the building and his responses were limited to what he had done during his tenure there. The teachers' ratings at Chadsey, approximately a C+, would indicate that in-service had been provided. At Southeastern, the principal stated that there was a lack of teacher participation in the sessions that were provided. The teachers' rating, a C-, would also indicate an apparent dissatisfaction with that which was provided.

The teachers' and counselors' ratings of the in-service training provided for their buildings were generally satisfactory. Only two high schools rated their in-service training above a B (Central and Renaissance), and only four schools rated it below a C. At a minimum, this indicates that in-service was provided. It was, however, beyond the scope of the research to attempt to evaluate the effects or quality of in-service training offered in each school.

From these ratings and the other data used in this study, several aspects of the In-Service Training program may be noted:

(1) Central and Regional administrations made in-service available in all high schools;
(2) principals provided in-service to staff in most of the court-ordered components;
(3) participation in such sessions was generally voluntary, which perhaps limited participation;
(4) teachers were generally satisfied with the in-service training they received; and
(5) principals in 13 high schools did not provide evidence (or insufficient evidence) of the existence of "local school leadership teams" (these "teams" plan school-based in-service).

The Detroit Public Schools has piloted a project designed to improve teacher expectations entitled "Teacher Expectations and Student Achievement (TESA) Training." The data for the 1980-81 school year is presently not available and will not include high school results. The district extended the program in the high schools during 1981-82 and reports that preliminary results are encouraging.

In conclusion, this study indicates that the court-ordered In-Service Training component has been implemented. In-service generally improved over the period of the court order, that is, teachers and counselors generally gave higher ratings to this component during each subsequent assessment period. Some schools, however, show a decline in this component rating. This may reflect either (a) management changes (or the absence of such changes), or (b) dissatisfaction with yearly modifications in the implementation of certain components (e.g., Student Code of Conduct and Counseling and Career Guidance).

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United States District Court
Monitoring Commission

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(313) 226-6363

Summary of the Status of Implementation of the Reading Component

The court ordered the Detroit Public Schools to develop and implement a comprehensive reading and communication skills program for students at all grade levels. The program developed by the school system for the high schools includes a management program (NGORT - Ninth Grade Objective-Referenced Tests), a comprehensive testing program, and an in-service training program for teachers in all content areas.

The Detroit Public Schools has made clear and demonstrable progress in the implementation of the high school section of the court-ordered Reading component. All of the high schools were able to document that the essential elements of the secondary reading program were present in their buildings and were, for the most part, appropriate. For example, all of the schools had a reading specialist, and all of the schools reported that the NGORT (Ninth Grade Objective-Referenced Tests) reading management program was being used and was being blended with the other basic English and reading texts. Reading specialists in all but four schools stated that students were being assigned to classes as planned on the basis of English placement tests.

The commission's criteria for assessment of the Reading program (see below section D) outline the requirements of the court-ordered reading program. In order to assess the relative degree of implementation of the Reading component in the various schools, the third level of assessment reflects a comparison of the high schools in terms of reading tests results, teacher ratings, and proficiency test results.

Using the available data, the study shows that most of the high schools were able to administer the MEAP (Michigan Educational Assessment Program) tests to most of their 10th grade students (on the average, 90% of the students were tested). The CAT (California Achievment Test) was given to most of the 11th grade students. It should be noted, however, that one school reported 117% and 120% of its eligible students were tested on these two tests, and three high schools tested fewer than 70% of their 11th grade stduents.

The CAT series is norm-referenced, i.e., referenced to national norms groups. City-wide, students in the 11th grade tested at 9.9 mean grade equivalent units. Eight high schools tested at or above that level, and fifteen high schools tested below 9.9.

On the MEAP reading tests, only nine high schools had 50% or more of their 10th grade students place in the highest category of achievement (Category 4) and only two schools had 75% or more of their students in Category 4. (The State Department of Education considers a school "acceptable" or "a low needs school" when 75% of the students are in Category 4.) However, nineteen schools showed improvement in the MEAP test results for 1980-81 compared to 1979-80. (Test items were changed, however, and the State Department of Education recommends that comparisons not be made.)

1980-81 was the first year that high school graduates in Detroit received an endorsed diploma if they passed all three categories of the Detroit High School Proficiency Examination. Only six high schools issued 75% or more of their June 1981 graduates an endorsed diploma, and five schools graduated fewer than 65% of their June graduates with endorsed diplomas.

The English and social studies teachers were asked to evaluate their individual schools on the basis of the school's ability to teach reading and communication skills. Nineteen schools showed improvement in 1980-81 over comparable ratings in 1978-79, and eighteen demonstrated improvement over ratings for 1975-76. However, only three high schools were rated "B" or better, and six high schools received between "C" and "D."

In summary, the Detroit public high schools have put in place the initial aspects of the high school Reading component. The available data indicate a general improvement in reading scores in most high schools, but these data and other information in this report suggest that the problem of improvement of high school reading scores might be best met by improvement of reading programs in earlier grades.

Detroit School District
United States District Court
Monitoring Commission

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(313) 226-6363

Summary of the Status of Implementation of the School-Community Relations Component

This study analyzes data to provide an assessment of the extent to which Detroit Public High Schools have implemented the court-ordered School-Community Relations program. Efforts have been made to develop a balanced set of indicators which reflect appropriate emphasis, both on the realization of school-community organizational goals and on the meeting of certification guidelines that facilitate Local School-Community Relations Committee/School-Community Organization (LSCRC/SCO) goal achievement.

The purposes of the School-Community Relations component are stated in the May 11, 1976 court order:[1]

> "to strengthen communication between school personnel and parents, to encourage parental involvement in school affairs, and to increase understanding among parents from different communities."

The court's purpose and the LSCRC/CO Guide[2] developed by the City-Wide Council and staff are the basis for the criteria and indicators used in the Monitoring Commission's assessments. In order to highlight the analysis of data and to briefly summarize findings, the Commission's School-Community Relations Subcommittee and staff selected three broad areas of compliance fundamental to successful implementation of LSCRC/SCO's. They are:

(1) Meeting minimal criteria regarding certification guidelines, i.e. membership lists, current by-laws, schedule of meetings, agenda, and minutes all meet minimal criteria.

(2) Realization of organizational goals, i.e., data and documents provide evidence that goals and projects have been developed, pursued and that progress toward achievement has been realized.

(3) Provision of logistical and administrative support for program implementation.

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[1] Memorandum, Order, and Judgement, May 11, 1976, pp. 19-24.

[2] The Guide for Effective School-Community Relations Committees was developed with central staff assistance and by the City-Wide Council. It was widely distributed by the Detroit Public Schools School-Community Relations Office during 1978-79. The Central Board, on recommendation of its SCR committee, endorsed the wide dissemination of the Guide.

Assessment data for the School-Community Relations component consist of:

(1) Monitor-collected data provided by the high school principal, i.e., documents, verbal and written responses to data collection instrument items, and

(2) Questionnaires mailed to each LSCRC/SCO chairman.

I. Analysis of Data Regarding Certification Requirements[1]

Monitor-collected data was received from 22 of the 23 high schools and from 20 out of 23 LSCRC/SCO chairmen. In Assessments I and II all principals responding indicated that a LSCRC/SCO had been organized at their respective schools. However, only six provided all documents and answered all questions. When compared with the 1978-79 indices, 12 high schools increased their scores on Assessment III, 8 high schools declined and 3 registered no change. The 1978-79 High School Profiles reported that, based on the information submitted to the commission, three of the senior high schools could have been certified. A review of the 1980-81 data shows that, based on the documents submitted, nine (9) high schools could have been certified while 14 failed to satisfy one or more of the certification guidelines.

II. Realization of LSCRC/SCO Goals

Assessments II and III include a considerable number of indicators used to assess the development and achievement of organizational goals. For example, in May of 1981 principals were asked to submit a list of projects undertaken by the LSCRC/SCO during the 1980-81 school year and to indicate the status of each. In Assessment II, full assessment credit was given if the list of activities met minimal criteria as useful school-community projects. However, in Assessment III the list was scrutinized to determine whether or not the projects dealt with meaningful issues related to student and parental involvement in school-community activities, e.g. curriculum, security, encouraging parental involvement, student achievement, and attendance. The Assessment III indicators also require that for each project on the list, there must be evidence in the organization's minutes and agenda of member involvement or actions in carrying out each project. The chart below shows the results of these two levels of assessment on the item re projects and on several other items related to the realization of organizational goals.

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[1] "Certification" is a process developed and carried out by the court-ordered City-Wide School-Community Relations Council (CWSCRC). Local committees must meet certification requirements in order to be recognized as official bodies by the CWSCRC. Certification consists of verification that four guidelines (e.g., membership requirements and by-laws) have been met and that the LSCRC/SCO has been visited by SCR staff or a member of the Council.

ANALYSIS OF SELECTED ASSESSMENT III SCR INDICATORS FOR THE 23 DETROIT PUBLIC HIGH SCHOOLS

Number and percent of high schools that either satisfy, partially satisfy, or fail to satisfy minimal criteria for each area.

	Minimal Criteria Satisfied		Minimal Criteria Partially Satisfied		Minimal Criteria Not Satisfied	
SPECIFIC GOAL AREA	# of Schools	%	# of Schools	%	# of Schools	%
Projects Undertaken Assessment II	13	57%	6	26%	4	17%
Membership Action On Projects	10	43%	8	35%	5	22%
Improvement In Attendance (per Sign-In Sheets)	12	52%	9	39%	2	9%
Improvement In Attendance (Chairman's Assessment)	4	17%	7	30%	12	52%
School Provides Information to LSCRC/SCO re Student Achievement, Reading, Math, Curriculum, etc.	12	52%	5	22%	6	26%
Chairman's Satisfaction with LSCRC/SCO Role	5	22%	5	22%	13	56%
Chairman's Assessment of Organizational Effectiveness	12	52%	8	35%	3	13%

III. Logistical Administrative and School-Community Support for High School LSCRC/SCO's

Many of the 47 Assessment II indicators and the 24 Assessment III indicators were developed to assess the supportiveness of high school principals, other administrators, staff and parents to the local school-community organization. One set of indicators gave opportunity for each principal to report whether or not he or she provided secretarial service, suplicating services, supplies, or any other needed services to the LSCRC/SCO. Twenty-one principals, over 90%, gave responses indicating that they gave full support in all logistical areas. However, the responses from two principals did not satisfy minimal criteria, thereby indicating a lack of full support. In a broader context, LSCRC/SCO chairmen were asked to report regarding the support that he or she as chairman received from the principal, teachers, staff and parents. Twenty responded, but only two indicated that their LSCRC/SCO had strong support from all three of these school-community categories. Five reported support from two of the three categories while 13 reported support from only one of the three key categories (usually from teachers or the principal or another administrator).

One of the most frequently mentioned concerns of the chairmen was, "how do we generate parental involvement?" After stating that they do not expect as much parental involvement as in the elementary and middle schools, chairmen and principals expressed frustration over poor attendance at meetings and lack of parental involvement. Numerous indicators provide a profile of high school LSCRC/SCO's in the district--particularly as it relates to attendance and overall organizational effectiveness. The following examples are included to indicate how different school-community members perceive their organization and its effectiveness. E.g., with respect to attendance at meetings, only four out of 20 responding chairmen reported regular meetings, while sixteen chairmen reported the attendance of parents or community persons as "sometimes" or "never." Again, when asked to report their perceptions of the effectiveness and worthwhile nature of the local school-community relations organization during school year 1980-81, twelve chairmen categorized their organizations as being "worthwhile," but eight indicated that their LSCRC/SCO was not effective. On the other hand, when the chairmen were questioned regarding the advisory role of their LSCRC/SCO, five expressed satisfaction in at least 11 out of 13 areas, two (2) expressed satisfaction in from 8 to 10 areas(scored a 0), and thirteen indicated satisfaction in 7 or less areas (scored a -).

In another survey, counselors and teachers were asked to rate or grade several of the educational components. In the case of the School-Community Relations component, both groups were asked to grade the relative attainment of a major School-Community Relations component goal, i.e., "parents participation." The ratings or grades were extremely low when compared with other educational components. Teachers and counselors 1978 grades have a mean of "F;" the comparable 1980-81 grade was a "D-".

In summary, it should be pointed out that each school's score in Assessment III, School-Community Relations, is simply a measure of the school's attainment of certain criteria as it relates to:

(a) certification, and

(b) organizational effectiveness

Although a viable and effective school-community organization is not guaranteed by a high score (e.g. 1.0 or 0.0) in Assessment III, the likelihood or the probability that the organization is effective or that it is in the process of becoming more effective is certainly greater than for schools with low scores.

The collection and analysis of school-community relations data enables the Commission to conclude with considerable confidence that:

(1) Overall there has been a slight improvement in the implementation of high school LSCRC/SCO's and considerable improvement in providing data and documents;

(2) Very few high schools have consistently involved parents in the school-community organization in a manner that encourages more parents to participate or become involved;

(3) An examination of agenda and minutes, and sign-in sheets shows more parents in attendance when activities are either known to be directly related to students' needs or when students are a part of the agenda;

(4) In addition to special activities, several high schools successfully focused on efforts to improve the security within their building--there remains the need to further explore and develop the meaningful utilization of the LSCRC/SCO as a valuable resource at all levels;

(5) Finally, both principal and chairman responses show the same major problem--lack of parental involvement--yet each views the problem somewhat differently. Chairmen, in spite of considerable personal involvement, are much more expressive of their frustration and more prone to indicate a need for change. This is particularly true with respect to dissatisfaction over the present advisory role of their school-community organization and with lack of parental involvement in general.

SUMMARY OF STATUS

Detroit School District
United States District Court
Monitoring Commission

Executive Plaza Building
Suite M 116, 1200 Sixth Street, Detroit, Michigan 48226
(313) 226-6363

Summary of the Status of Implementation of the Student Code of Conduct Component

The court ordered the Detroit Public Schools to implement the Uniform Code of Student Conduct, developed by the court and the parties to the case, in order to ensure a protected learning environment. The Monitoring Commission was charged to determine whether violence was being tolerated and whether disruptions were being dealt with. The commission was also directed to determine whether the Student Code was being administered uniformally without regard to regional lines, whether students were being offered minimal rights of due process, and whether all staff and school personnel were being provided with appropriate in-service training in the Student Code of Conduct.

The Monitoring Commission's 1978 High School Profiles study identified uneven implementation as the major problem of the Uniform Code of Student Conduct component. This present study indicates that the district has made significant progress. In 1978, no high school could document having in-school attendance procedures that conformed to the City-Wide Attendance Policy. In the 1980-81 school year no school failed to provide evidence of acceptable procedures to the commission. Each school was able to document the method by which these procedures were made known to staff and students. Each school stated that its attendance center was appropriately staffed, and all but two principals indicated that they had attended orientation sessions re the student code during 1980-81. Each school reported its data regarding discipline to its region office on a regular basis. Movement toward uniform implementation of the Code is thus in evidence.

In the 1978 study it was not possible to compare the levels of enforcement of the Student Code at individual schools because of inadequate implementation. In this study, however, comparison is possible and the final "assessment" reflects whether or not the Uniform Code of Student Conduct and the City-Wide Attendance Policy were being equitably and fairly enforced. The results of this assessment revealed wide variance in enforcement among the high schools.

The 1980-81 City-Wide Attendance Policy called for (a) an exclusion if a student was truant a maximum of three times and for (b) a suspension if a student was excluded more than twice. The attendance data gathered for this study indicate that, for the week reported, there was little or no in-school truancy in six (6) high schools and as high as 10% to 19% in-school truancy in eight (8) high schools. In twelve (12) schools the amount of in-school truancy during the school year 1980-81 was less than it was in 1978-79; while in seven (7) schools the amount of in-school truancy increased over the same period. While some schools showed progress in their efforts to control in-school truancy, the vast majority of principals stated that they felt the 1980-81 City-Wide Attendance Policy was impossible to implement completely. As a consequence, the district revised the policy in August 1981 and is presently preparing a new policy for the next school-year (1982-83).

In seven schools every student was suspended who was found guilty of an illegal act and who had two or more previous offenses. In sixteen schools, however, students with two or more previous offenses who were found guilty of an illegal act were sent home for no more than five days, i.e., excluded. In three schools the general rule was to suspend a student for an illegal act even if it was his first offense.

The data also show, among the high schools, that there was wide variance in the disposition of cases of students who were charged with illegal acts, i.e., whether or not they were found guilty and whether they were excluded or suspended. In eight high schools, every student who was charged with an illegal act was found guilty. In Finney, for example, 243 students were charged with illegal acts and all were found guilty. At King High School, on the other hand, 150 students were charged with illegal acts and 71 were found not guilty. At Southwestern, of the 60 students who were charged with illegal acts, five were found not guilty and 50 were suspended. At Denby, which is a larger school, 236 students were charged with illegal acts; one was found not guilty and 31 were suspended.

All but four high schools suspended more students in 1980-81 than in 1977-78, and all but two excluded more students in 1980-81 than in 1977-78. Both of the increases reflect, primarily, an increase in the number of students who were excluded and suspended for in-school truancy. In 1977-78, for example, Kettering and Ford excluded and suspended no students for in-school truancy, but in 1980-81, for the same act, Ford excluded 2,042 students and suspended 114 students. Kettering in 1980-81 excluded 1,170 students and suspended 108 students for in-school truancy. This reflects an attempt to control a major high school Student Code-related problem.

Teachers in each high school were asked to grade their schools in terms of enforcement of discipline. Five schools were rated approximately a 'B,' and twelve schools were rated about a 'D' with four receiving 'D minus.'

In summary, the Detroit School District was able to establish the Uniform Code of Student Conduct and the 1980-81 version of the City-Wide Attendance Policy in all of the high schools, but the district was not able to ensure that the Code or the district's Attendance Policy were enforced uniformly or equitably.

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Summary of the Status of Implementation of the Testing Component

The Monitoring Commission's objective regarding the Testing component was to determine whether the Detroit Public Schools designed Testing program was implemented as required by the court's orders. The Detroit Public Schools program was to be designed as:

(1) to review all tests used in the district to determine whether they are "culture-fair," and to ensure that racial, ethnic, cultural bias be avoided in any testing carried out in the Detroit Public Schools;

(2) to establish an evaluation program that includes all students and is directed toward evaluating the effectiveness of instructional programs;

(3) to design, develop, and institute an objective-referenced testing capability;

(4) to implement a program to train teachers and administrators in test administration procedures, which are designed to ensure non-discriminatory treatment of students.

The Detroit Public Schools Central administration has placed in the high schools the basic elements of the court-ordered Testing component. All of the high schools have a designated "building test coordinator" who holds the appropriate staff position. All but two high schools indicated that the test coordinator had received six or more hours of in-service or other training in the use of criteria-based testing. All of the coordinators stated that they had attended at least one orientation session during 1980-81 and that the high schools have used appropriate tests.

In general, the teachers in each school rated Testing higher than the other court-ordered components. Five schools were rated above a 'B' and only one school was rated below a 'C.'

One area where problems still remain is in the reporting of standardized test results to parents. Only seventeen of the twenty-three high schools reported sending both MEAP (Michigan Educational Assessment Program) and CAT (California Achievement Tests) results to parents.

Another area of concern was also addressed in the summary of the Reading component, viz., the percentage of students who are administered standardized tests in each school. Three schools reported testing more than 100% of their eligible students, and nine schools reported testing between 57% and 75% of their eligible students.

In summary, the basic elements of the Testing component appear to have been established in the high schools, and Testing procedures have improved. There is no indication of any testing practices which are unfair or discriminatory. The problems that remain are at the local school level and related to management.

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Summary of the Status of Implementation of the Vocational Education Component

The court's desegregation goal for the Vocational Education component is "to ensure that the school system provides relevant and diversified vocational and technical programs to meet the needs of the students it serves." In keeping with this overall goal, the Michigan Department of Education and the Detroit Public Schools developed long-range and interim plans for strengthening vocational education programs in the Detroit Public Schools. These plans called for:

(1) The development of five area vocational centers to (a) service the vocational needs of some 10,000 eleventh and twelfth grade students by 1978, and (b) provide them with programs having content, equipment, facilities, and staffing "second to none" in the state, and

(2) The upgrading and expansion of prevocational programs to (a) enable 9th and 10th grade students to complete both exploratory and prerequisite courses for area center and senior high vocational programs, and (b) provide non-duplicated vocational education programs to service some 4,500 11th and 12th grade students in the local high schools.

In the context of the court's desegregation goal and the Joint Plan for Vocational Education[1] presented by the State of Michigan and the Detroit Public Schools, the Monitoring Commission incorporated these two Monitoring Plan objectives for vocational education:

(a) To determine whether the Detroit Public Schools is providing vocational programs that will prepare students for specific work in the business world, and

(b) to determine whether the Detroit Public Schools is providing students with the knowledge and ability essential to enter occupational trades.

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[1] "A report to the Honorable Robert E. DeMascio, U. S. District Court, Eastern District of Michigan, Southern Division, In Response to Court Order Dated August 15, 1975" and the in-chambers meeting of September 12, 1975 involving Judge DeMascio and defendants.

This study provides a determination of the status of implementation of vocational and prevocational programs in the Detroit Public Schools for school year 1980-81. Inasmuch as the Crockett Center was the only area vocational center open for student occupancy during that year, the central focus of this report will be (a) the implementation status of this component in each of the 22 senior high schools and (b) district-wide implementation of the Joint Plan for Vocational Education as it relates to the coordination and articulation of high school programs with the area vocational centers, middle schools, and with community college programs. It particularly focuses on these key questions:

- To what extent were opportunities available in each of the 22 high schools for students to participate in prevocational, vocational, and cooperative (Co-op) education programs.
- To what extent were supplies, equipment, and facilities available and adequate to provide quality vocational and prevocational programs, and how do these factors compare between the three major curricular areas (i.e., business and distributive education, trades and industry, and home economics).
- To what extent had vocational teachers incorporated competency-based educational strategies in the subjects they were teaching.
- To what extent had vocational teachers participated in in-service training, university classes, professional and trade activities, or paid work in their respective fields, and how did they rate the usefulness of their inservice activities.

Most of the 22 high schools were able to respond fully to the request for data and documents. This is evident by the fact that 16 of the 22 high schools had maximum scores of 1.0 in Assessment I, and five (5) schools had index scores of approximately .90 or above. Only one high school failed to provide assessments. Assessment II scores, which indicate the adequacy of the school's responses, ranged from .45 to 1.0 with an average index of .73. This, of course, indicates that many of the high schools had inadequaces in their response data and documents. The Assessment III indices range from a low of -.06 to a high of + .67 with an average index of .27. The wide range of Assessment III scores reflects the wide variability in compliance among the district's 22 high schools.

The data sources for this study were: (1) teacher surveys mailed to 492 vocational teachers in the district, (2) monitor-collected data reflecting the responses of the (2 or 3) vocational education department heads in each high school, and (3) data provided by the State Vocational-Technical Education Service staff and by the Detroit Public Schools Central Administration.

The vocational teacher survey instrument for 1980-81 was similar in most respects to the one rendered in 1978-79, which facilitates the comparison of teacher responses for both years. Tables E24 through E-27 summarize these ratings and indicate the level of vocational and prevocational opportunities available in each high school.[1]

I. Availability of Prevocational Opportunities

A. For all curricular areas combined, vocational teacher ratings of the availability of prevocational program opportunities decreased in 18 out of 22 high schools, remained the same in two, and increased in three. (see Table E-24)

B. Business Education ratings, contrary to the other curricular areas, indicated that prevocational opportunities remained essentially the same. Trades and Industry (T & I) showed a rating decline in 15 of the 22 high schools, while four schools showed no change, and three had low response rates. (see Table E-25) Ratings in Home Economics indicate a decline in 13 out of 21 high schools.

II. Availability of Vocational Opportunities

A. Overall, in all curricular areas, teachers rated vocational program opportunities as having decreased more severely than in the prevocational programs, i.e., a decline occurred in all but four high schools, and the ratings of two of these four remained the same. (see Table E-24)

B. Fourteen (14) out of 19 high schools in T & I, 12 of 16 schools in Home Economics, and 20 of 22 in Business and Distributive Education showed a decline in teacher ratings. (see Tables E-25, E-26, and E-27)

III. Availability of Cooperative Education Opportunities[2]

A. Overall, Coop opportunity ratings declined more severely than prevocational program ratings. This indicates the critical status of theis entree into job opportunities.

B. The decline in ratings of Coop opportunities was greatest in Trade and Industry programs.

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[1] See section E below. Schools with less than a 40% response rate are not displayed. The statements, however, of teachers in schools with low response rates and other information also indicated a decline in student opportunities in these schools.

[2] The court-approved plan for vocational education required the placement of one to two cooperative education coordinators in each of the high schools. All but four high schools have (1981-82) coordinators for Business/Office and Distributive Education. The Trades and Industry programs are more seriously deficient. Critical unemployment in the Detroit area and other barriers also effect opportunities.

IV. Adequacy of Major Equipment, Facility(s) and Supplies

Vocational Education teachers rated equipment, facilities and supplies in both 1978-79 and 1980-81. A five-point scale (with 1.0 representing the highest or most satisfactory rating of adequacy and 5.0 the most unsatisfactory) was used. The comparative Vocational teacher ratings for both years are summarized below:

A. Indices for Adequacy of Equipment

	1.0 - 2.0		3.0		4.0 - 5.0	
YEAR	(#)	%	(#)	%	(#)	%
1978-79	(139)	34%	(202)	49%	(53)	13%
1980-81	(99)	26	(169)	45	(92)	24%

B. Indices for Adequacy of Facilities

	1.0 - 2.0		3.0		4.0 - 5.0	
YEAR	(#)	%	(#)	%	(#)	%
1978-79	(206)	51%	(133)	33%	(53)	13%
1980-81	(103)	27	(197)	52	(61)	16

C. Indices for Adequacy of Supplies

	1.0 - 2.0		3.0		4.0 - 5.0	
YEAR	(#)	%	(#)	%	(#)	%
1978-79	(206)	50%	(142)	36%	(48)	12%
1980-81	(104)	27%	(165)	44	(96)	25

An analysis of the above data shows:

(1) The proportion of vocational teachers indicating low ratings (4.0 to 5.0) for equipment and supplies almost doubled. The proportion rating equipment as unsatisfactory changed from 13% in 1978-79 to 24% in 1980-81. Similarly, the proportion rating supplies as unsatisfactory changed from 12% to 25%.

(2) In each case the proportion of vocational teachers giving high ratings (1.0 - 2.0) in each area declined sharply. Satisfactory ratings for equipment dropped from 34% in 1978-79 to 26% in 1980-81. The proportion rating facilities as satisfactory (high ratings) dropped from 51% to 27%; and the proportion rating supplies as satisfactory (high ratings) dropped from 50% in 1978-79 to 27% in 1980-81.

V. The assessment data show that vocational teacher participation in in-service training regarding "changing on-the-job skill requirements" dropped from 41% in 1978-79 to 30% in 1980-81. A decline of 11% is significant in that it occurs at a time when technology and skills within trades are undergoing change more rapidly than ever before. Contacts with Detroit Public Schools administrators indicates that, due to budget short falls, a freeze was placed on the use of funds for in-service (staff development) in numerous areas. Therefore, any in-service offered in this area was provided by in-house vocational department staff. This may account for the reduction in participation during a time when increased participation would be expected.

The most severe decline in participation occurred in the area of "competency-based education strategies" -- 73% participated in 1978-79, and 39% in 1980-81. This decline can best be explained by stating that 1978-79 was the first year of a "big" push to get teachers endorsed in competency-based strategies. The state VTES staff had announced that, after receiving this training, an endorsement would be added to individual teacher's certificate indicating his qualification in this area. The following year, even though some competency-based strategy training was offered, the state began to push "performance-based training." In all probability this accounts for most of the decline in this area.

As might be expected, interest and participation in in-service related to orientation to the area centers increased slightly. As more centers open and vocational teachers get more questions from students and staff, it appears that participation in this area will be constant. In 1981-82 (and also projected for 1982-83), there has been a definite increase in in-service activities. The freeze on the use of such budgeted funds has been relaxed. Because of the new facilities and equipment in the area centers (particularly at the Randolph), such orientation sessions will be critical. Some teachers are already taking advantage of opportunities to participate in in-service training related to word-processing, data processing, and other new programs.

The assessment data for 1980-81 provides convincing evidence for the following conclusions:

1. Student opportunities for participation in prevocational programs, a problem of critical proportions in 1978-79 has become even more critical in 1980-81. Using a five-point scale of 1 to 5, where "1" represents exceptionally strong and "5" unsatisfactory, the mean index of prevocational opportunities changed negatively from 2.5 in 1978-79 to 2.9 in 1980-81, a decline of .4 of a point.)

2. Student opportunities for participation in vocational programs show an even greater decline. (The mean rating index in 1978-79 was 2.3. By the end of 1980-81, this had changed to 2.8, a decline of .5 in the rating index.)

3. Reflective of the extremely serious unemployment problem in Detroit, the mean index for the availability of Co-op opportunities fell .7 of a point between 1978-79 and 1980-81.

4. Teacher and department head ratings in 1978 emphasized the critical problem of inadequate equipment, inadequate supplies, and to a lesser extent inadequate facilities. 1980-81 teacher surveys showed that these problems had not improved. Teachers and department heads indicated that, in many cases, they were using equipment that has been in use for over 30 years. Not only is this equipment outdated but it is in a very poor state of repair. In Home Economics and in Trade and Industry programs, high school teachers continued to point out that supplies are ordered and not received for long periods of time, sometimes for the entire school year. The percentage of teachers rating the adequacy of equipment and supplies as totally unsatisfactory has almost doubled.

5. It is clear that teacher participation in in-service training has dropped sharply in two of the three areas surveyed. However, in-service for orientation to the area vocational centers has remained relatively constant. In 1980-81, approximately 30% of the teachers responding indicated that they had upgraded their skills by taking university classes. Most of the teachers (67%) reported being active in professional or trade associations in their fields, while 33% had worked or were working in outside positions related to their curricular areas.

DETROIT PUBLIC HIGH SCHOOLS 1975-1981

PAGE

REGION 1

MURRAY-WRIGHT C-3
NORTHEASTERN C-11
NORTHERN C-19

REGION 2

CHADSEY C-27
NORTHWESTERN C-35
SOUTHWESTERN C-43
WESTERN C-51

REGION 3

CODY C-59
MACKENZIE C-67

REGION 4

COOLEY C-75
HENRY FORD C-83
REDFORD C-91

REGION 5

CENTRAL C-99
MUMFORD C-107

REGION 6

OSBORN C-115
PERSHING C-123

REGION 7

DENBY C-131
FINNEY C-139

REGION 8

KETTERING C-147
MARTIN LUTHER KING C-155
SOUTHEASTERN C-163

CITY-WIDE SCHOOLS

CASS TECHNICAL C-171
RENAISSANCE C-179
AERO MECHANICS C-187

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

INDIVIDUAL SCHOOL PROFILE ☞ ☞ ☞
OF

School Characteristics*

①

MEMBERSHIP (% BLACK)

1975-76	
1978-79	
1980-81	

②

AVERAGE RECORD PERIOD ATTENDANCE

1975-76	
1978-79	
1980-81	

③

AVERAGE CLASSROOM ATTENDANCE

1975-76	** NOT AVAILABLE **
1978-79	
1980-81	

④

EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81

⑤

1980-81

ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS

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* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

① For each Detroit public high school, this series of bars displays the school's official "4th Friday Student Membership" (corrected), and the percentage of black students in membership, for the 1975-76, 1978-79, 1980-81 school years. (Bar 1 (1975-76) is treated as the base year. Subsequent years reflect proportional increases or declines in both membership and percentage black.)

② "Average Record Period Attendance" displays the mean percentage of students attending record period for each Detroit public high school. Record period in Detroit high schools is normally 15 minutes long (at the beginning of the 2nd hour or beginning of 3rd hour) and records the school's "official" attendance. (Reported for a week in the Spring of each school year.) (Bar 1 (1975-76) is treated as the base year. Subsequent years reflect proportional increases or decreases in school attendance.)

③ For each Detroit public high school, this series of bars--"Average Classroom Attendance"--displays the school's mean classroom attendance for the 1978-79 and 1980-81 school years. (Data were not available for the 1975-76 school year.) Classroom attendance, as used in this report, reflects the percentage of students in membership actually attending classes. (Reported for a week in the Spring of each school year.) (Bar 2 (1978-79) is treated as the base year. Subsequent bars reflect proportional increases or decreases in classroom attendance.)

The difference between record period attendance and classroom attendance estimates "in-school truancy," that is, the percentage of students attending record period but who are truant from other classes.

④ The data displayed here under the headings "Exclusions" and "Suspensions" contrast the level of disciplinary activity in each Detroit public high school during the 1978-79 and 1980-81 school years. "Exclusion," as defined by the court-ordered Uniform Code of Student Conduct, means temporary removal from school for up to a maximum of five days; "suspension" means the involuntary transfer of the student to another school.

⑤ For each Detroit public high school during the 1980-81 school year, the data displayed here reflects different disciplinary action--i.e. suspension or exclusion--for similar categories of offenses. "Illegal behavior" includes the following: 1) assault; 2) battery; 3) possession of weapons or other dangerous objects; 4) sale, use, possession or distribution of illegal drugs, materials, substances, or alcoholic beverages; 5) burglary, theft, robbery, larceny; 6) arson; 7) extortion, coercion, blackmail; 8) vandalism or malicious destruction of property; 9) acts or threats of or incitements to violence; 10) interference with or intimidation of school personnel; 11) false alarms; 12) interference with the movement of pupils in or out of schools, between schools, or between home and an assigned school; and 13) other felonious conduct.

"General prohibited behavior" includes the following: 1) insubordination; 2) verbal abuse; 3) loitering/trespass; 4) refusal to identify self; 5) smoking in school or on school property; 6) truancy; 7) gambling; 8) student demonstrations; and 9) disruptive or other misconduct.

⑥ This graph displays student attrition from regular day school programs in each of the Detroit public high schools, as illustrated by the progress to graduation of the 1977 cohort. Membership by grade is as reported for each school's official 4th Friday enrollment. (see Chart E-1 in Section E below)

⑦ For each Detroit public high school, this chart displays the percents of grade 12 students passing none, one, two, and three areas of the Detroit High School Proficiency Examination (May 1981). Detroit high school students are required to take the Proficiency Examination for graduation. Students who pass all three areas of the examination receive a special endorsement on their diplomas.

⑧ For each Detroit public high school, under this heading--"11th Grade Reading Achievement 1975-1981"--are displayed the percents of scores in three achievement categories--"Below Average," "Average," and "Above Average." By convention, distributions of pupils' scores in the national norms groups are 23% below average, 54% average, and 23% above average. In 1975-76, the Detroit Public Schools administered the Tests of Academic Progress (TAP) in grade 11; by 1978-79 the district, per its court-ordered testing plan, had switched to the California Achievement Tests (CAT).

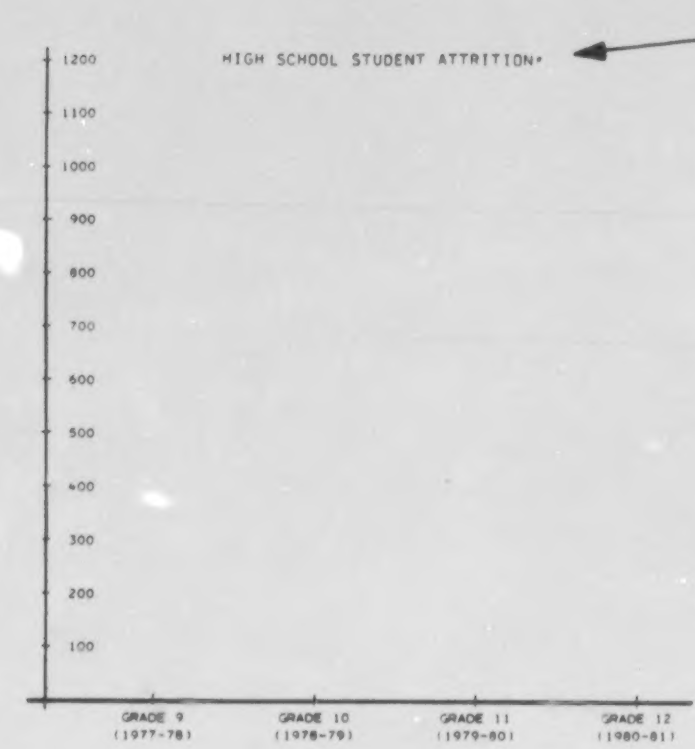
⑨ For each Detroit public high school, this bar displays the percents of grade 10 students in each of four categories of achievement on the Michigan Educational Assessment Program (MEAP) reading tests in 1980-81. The MEAP is a state-wide, objective-referenced test required by the State of Michigan, and administered in the 4th, 7th, and 10th grades. The percents for each school represent the percentage of grade 10 students scoring within each category of achievement.

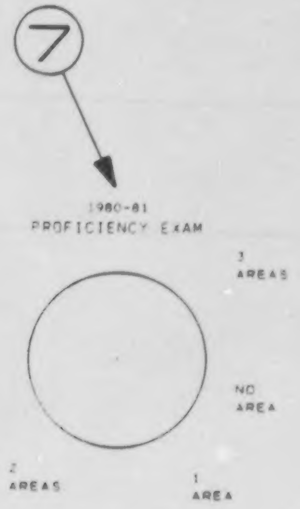
Category 4 (highest) represents attainment of approximately 75% or more of the MEAP objectives; Category 3 represents attainment of approximately 50-75% of the objectives; Category 2 represents attainment of approximately 25-50% of the objectives; and Category 1 (lowest) represents attainment of approximately 25% or less of the MEAP objectives.

The Michigan Department of Education considers a school "acceptable" or a "low needs school" when 75% of the students attain 75% of the objectives. Students receive an "acceptable" score if they achieve at least 75% of the tests' objectives.

A "moderate needs" district and a "moderate needs" school status classification is given if 50-74% of the students are in Category 4 for two out of three years; a "high needs" status classification is one in which fewer than 50% of the students are in Category 4 for two out of three years.

Assessment of Individual School's Delivery of Court-Ordered Programs—Part II

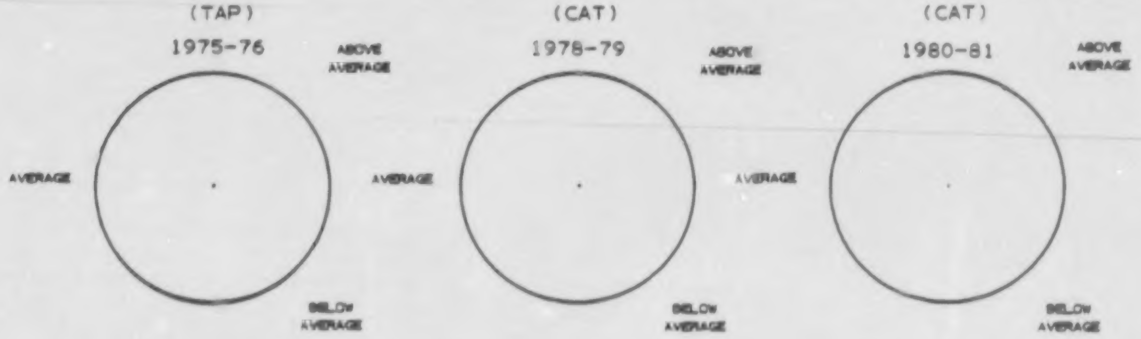




* See Section E below.

⑧

11TH GRADE READING ACHIEVEMENT 1975-1981



1980-81 GRADE 10 MEAP--READING* ⑨

CATEGORIES OF ACHIEVEMENT

*LEGEND ▬ 0-24% (1) ▭ 25-49% (2) ▭ 50-74% (3) ▬ 75-100% (4)

U.S. DISTRICT COURT MONITORING COMMISSION

73

MURRAY-WRIGHT HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1975-81

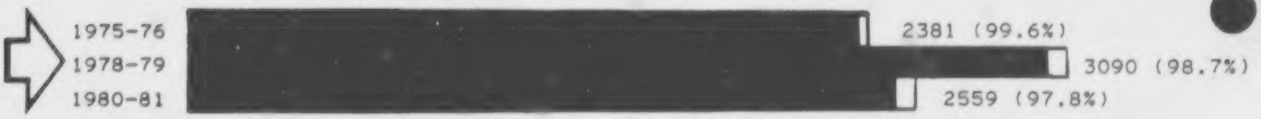
INDIVIDUAL SCHOOL PROFILE

OF

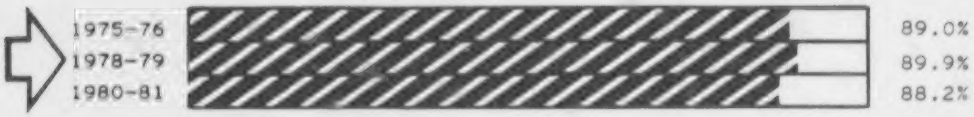
MURRAY-WRIGHT HIGH SCHOOL

School Characteristics*

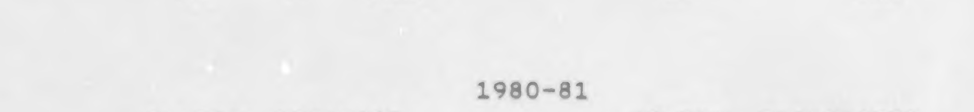
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81
0	1300	43	135

1980-81

ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
75	14	1225	121

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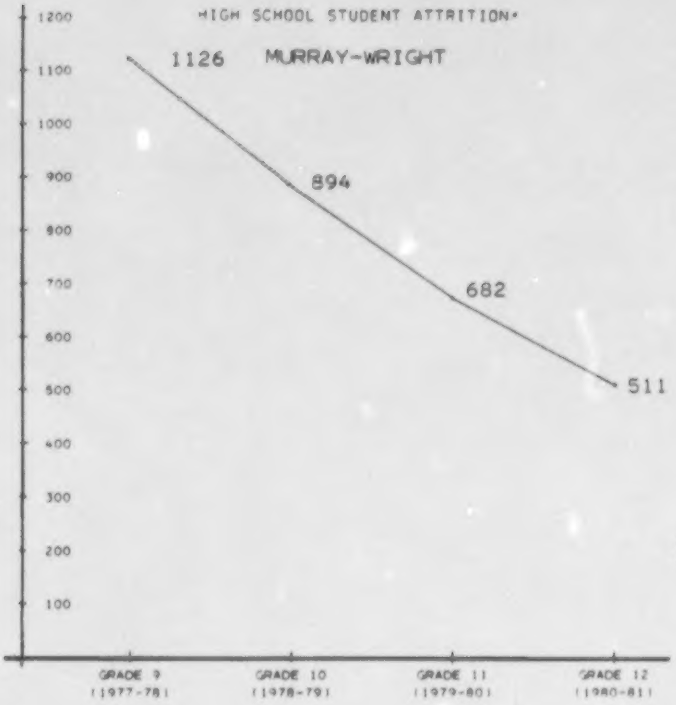
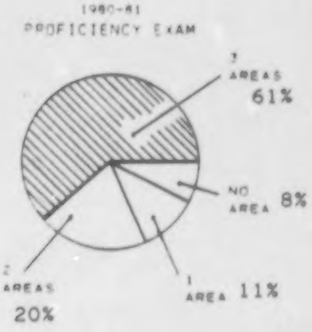
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

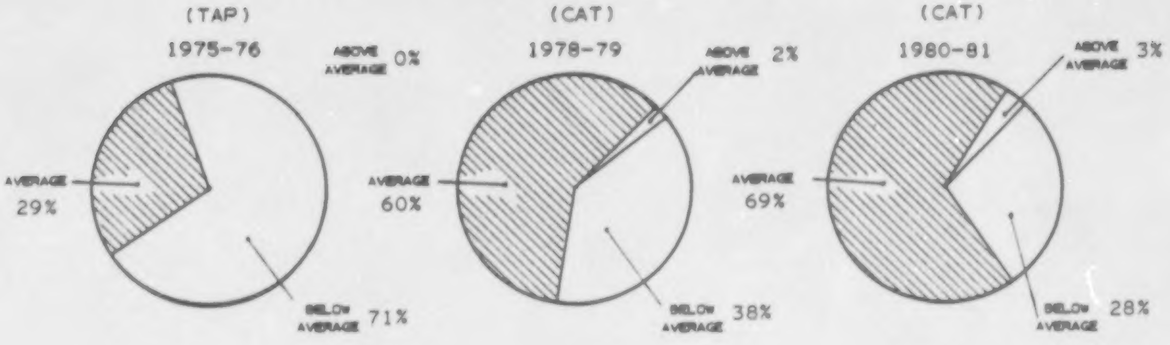
Assessment of Individual School's Delivery of Court-Ordered Programs—Part II



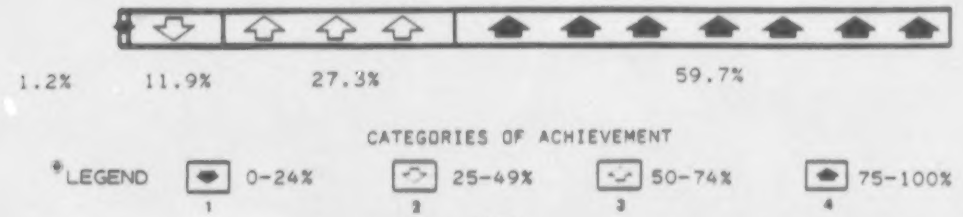


* See Section E below.

11TH GRADE READING ACHIEVEMENT 1975-1981



1980-81 GRADE 10 MEAP--READING*



Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

MURRAY-WRIGHT HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 14 (0) = 1 (-) =	.93	(+) = 12 (0) = 1 (-) = 2	.67	(+) = 3 (0) = (-) = 3	0.0
INSERVICE TRAINING	(+) = 10 (0) = 1 (-) = 1	.75	(+) = 10 (0) = 1 (-) = 1	.75	(+) = 1 (0) = (-) = 3	- .50
VOCATIONAL EDUCATION	(+) = 7 (0) = (-) =	1.0	(+) = 6 (0) = 1 (-) =	.85	(+) = 5 (0) = (-) = 1	.67
SCHOOL-COMMUNITY RELATIONS	(+) = (0) = 4 (-) = 5	- .55	(+) = 2 (0) = 2 (-) = 5	- .33	(+) = 6 (0) = (-) = 4	.20
STUDENT CODE OF CONDUCT	(+) = (0) = 17 (-) =	0.0	(+) = (0) = 16 (-) = 1	.05	(+) = 5 (0) = 2 (-) = 3	.20
READING AND COMMUNICATION SKILLS	(+) = (0) = 3 (-) =	0.0	(+) = (0) = 2 (-) = 1	.33	(+) = 3 (0) = (-) = 2	.10
TESTING	(+) = (0) = 5 (-) =	0.0	(+) = (0) = 5 (-) =	0.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.33
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.26
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE	ASSESSMENT INCOMPLETE	ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

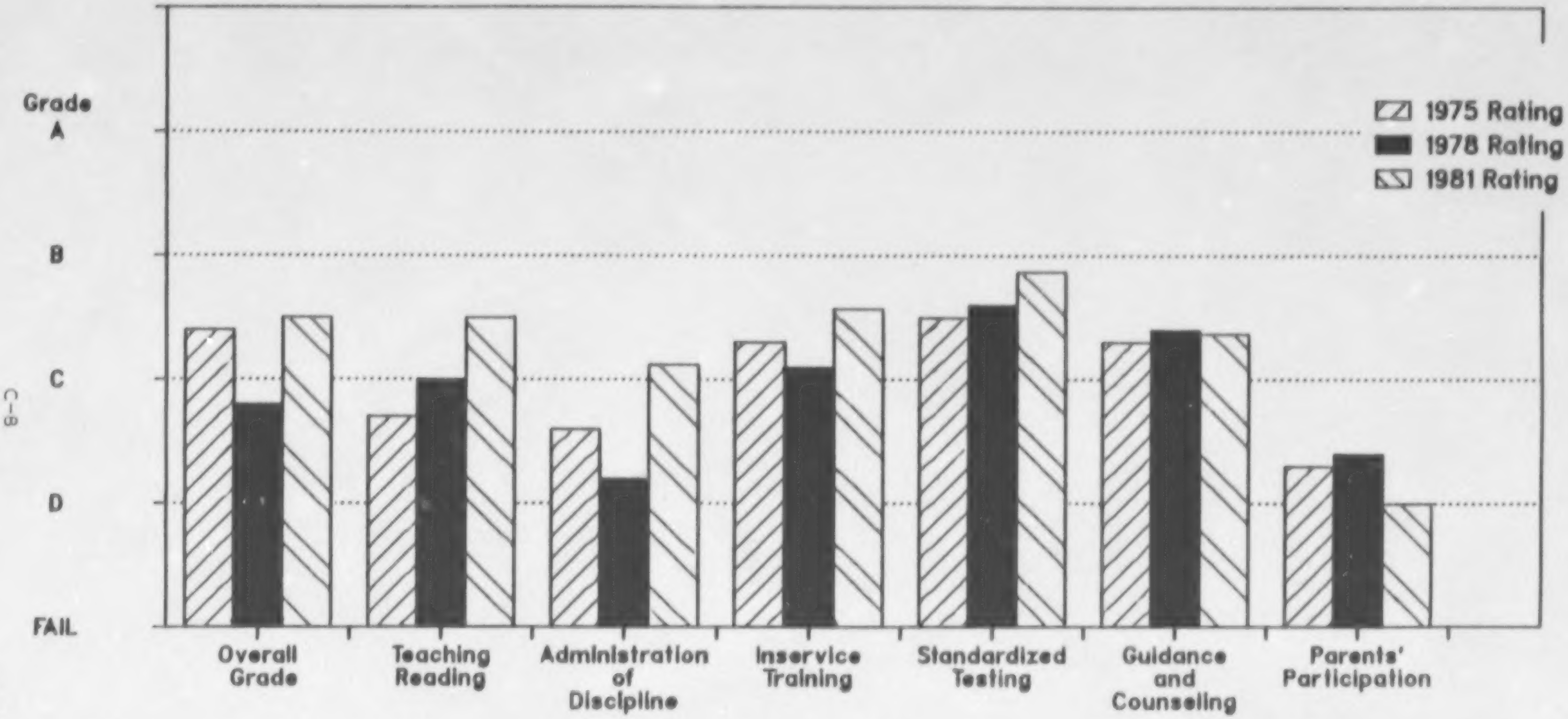
MURRAY-WRIGHT HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 14 (0) = 2 (-) =	.88	(+) = 3 (0) = 4 (-) = 3	0.0	(+) = 1 (0) = 12 (-) = 5	-.22
COUNSELING AND CAREER GUIDANCE	(+) = 36 (0) = (-) =	1.0	(+) = 27 (0) = 3 (-) = 1	.84	(+) = 27 (0) = 12 (-) = 14	.25
INSERVICE TRAINING	(+) = 33 (0) = (-) =	1.0	(+) = 13 (0) = 2 (-) = 3	.56	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 22 (0) = (-) = 1	.91	(+) = 23 (0) = 6 (-) = 7	.44
SCHOOL-COMMUNITY RELATIONS	(+) = 48 (0) = (-) =	1.0	(+) = 42 (0) = (-) = 5	.79	(+) = 19 (0) = 1 (-) = 4	.63
STUDENT CODE OF CONDUCT	(+) = 24 (0) = 3 (-) =	.89	(+) = 20 (0) = 1 (-) =	.95	(+) = 10 (0) = 4 (-) = 1	.60
READING AND COMMUNICATION SKILLS	(+) = 21 (0) = 4 (-) = 1	.77	(+) = 13 (0) = 2 (-) =	.87	(+) = 7 (0) = 3 (-) = 5	.13
TESTING	(+) = 16 (0) = (-) =	1.0	(+) = 9 (0) = (-) = 3	.50	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	**ABILITY** OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.95
INDEX II. ASSESSMENT	⇨	**ADEQUACY** OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.75
INDEX III. ASSESSMENT	⇨	**ASSESSMENT OF COMPLIANCE** WITH SPECIFIC CRITERIA.	.32

	-1.0	0	+1.0	
LEVEL 1 ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

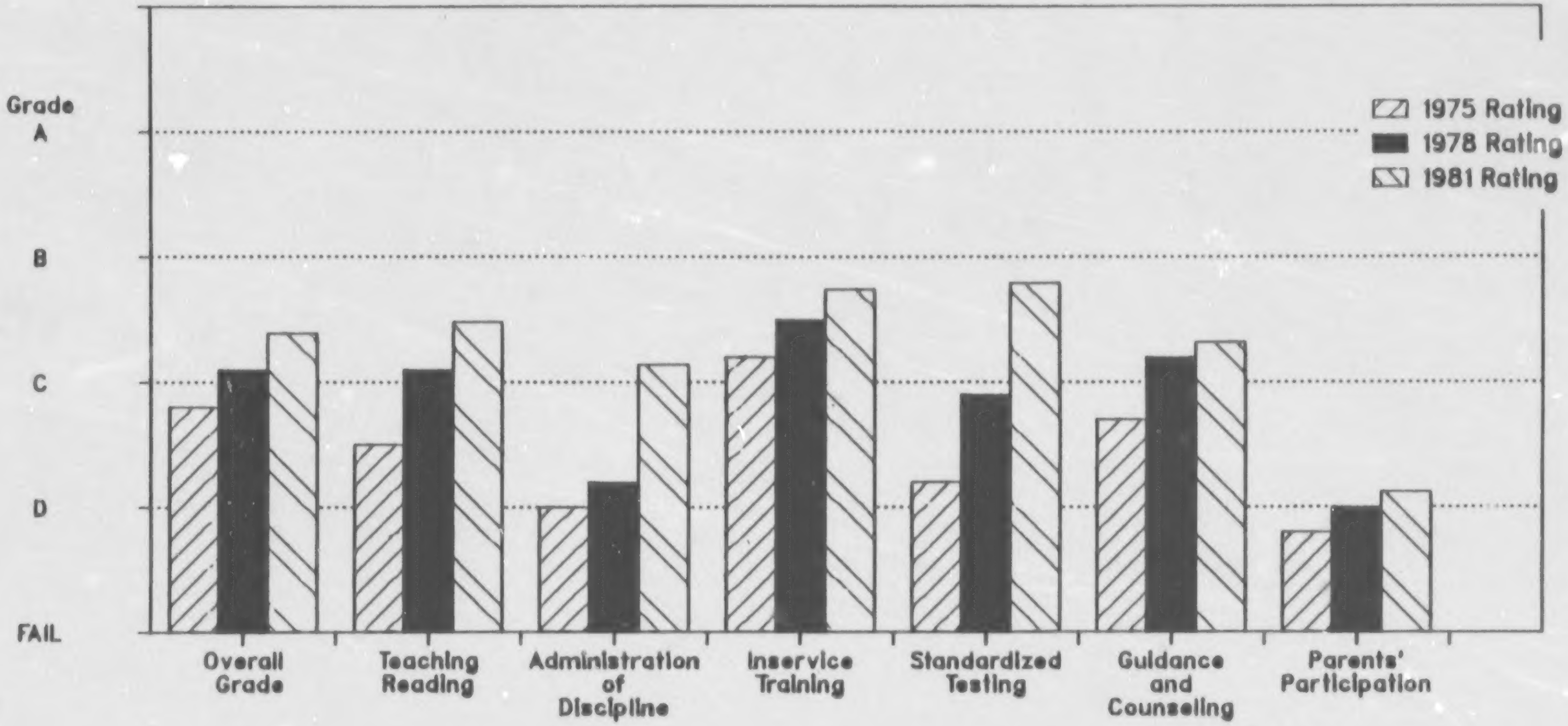
COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
MURRAY-WRIGHT HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

5/82
U.S. DISTRICT COURT MONITORING COMMISSION
1981 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
MURRAY-WRIGHT HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

INDIVIDUAL SCHOOL PROFILES

83

NORTHEASTERN HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1975-81

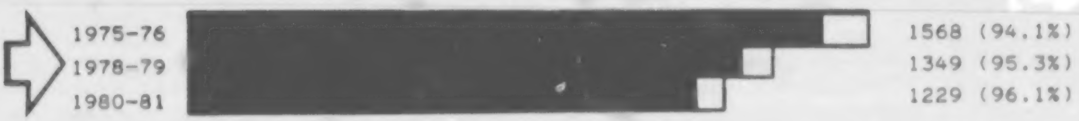
INDIVIDUAL SCHOOL PROFILE

OF

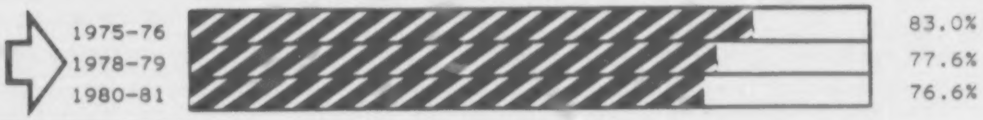
NORTHEASTERN HIGH SCHOOL

School Characteristics*

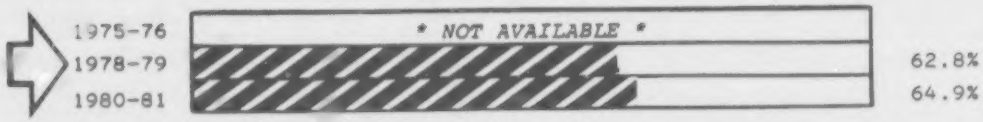
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81
231	439	34	64

1980-81

ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
75	30	364	34

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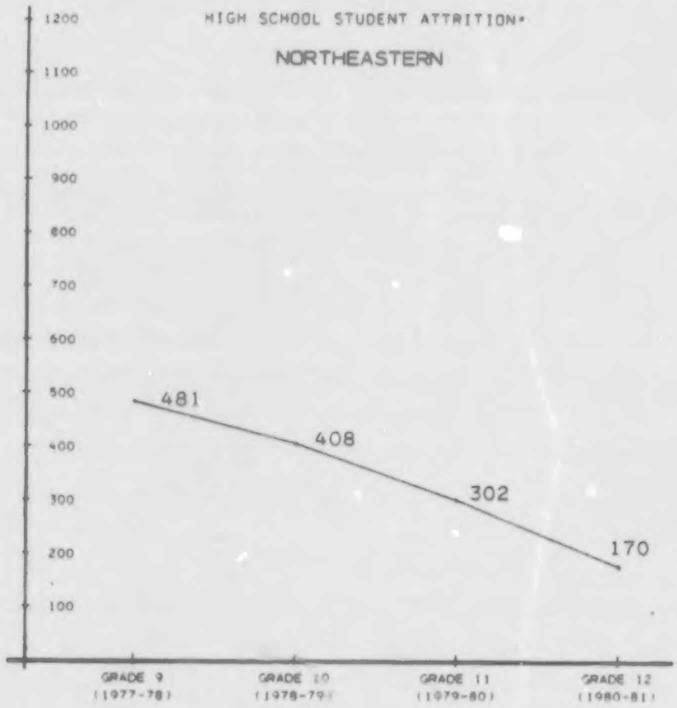
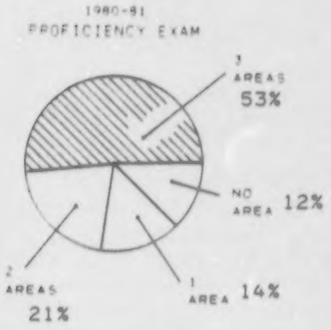
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

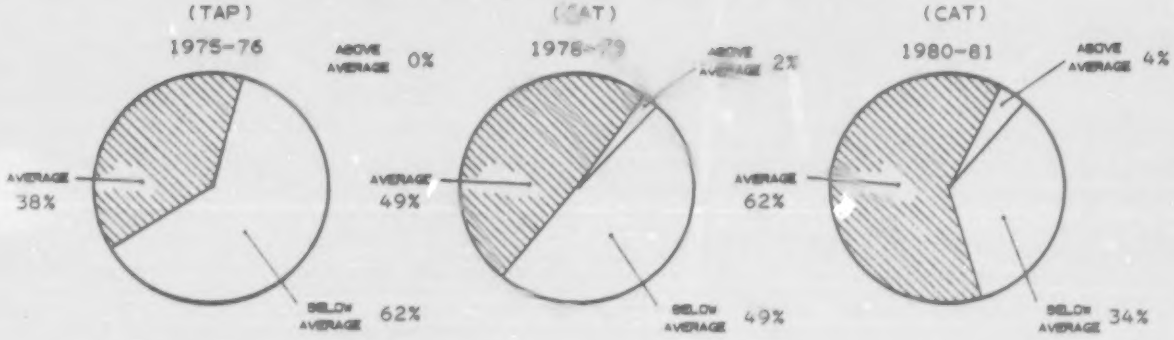
Assessment of Individual School's Delivery of Court-Ordered Programs--Part II



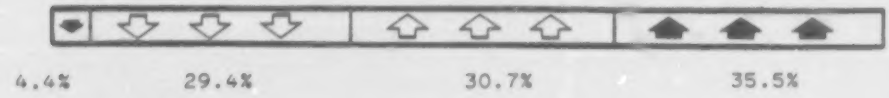


* See Section E below.

11TH GRADE READING ACHIEVEMENT 1975-1981



1980-81 GRADE 10 MEAP--READING*



CATEGORIES OF ACHIEVEMENT

*LEGEND ● 0-24% 1 ⇩ 25-49% 2 ⇧ 50-74% 3 ▲ 75-100% 4

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

NORTHEASTERN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 12 (0) = 1 (-) = 1	1.0	(+) = 8 (0) = 5 (-) = 1	.50	(+) = 3 (0) = (-) = 3	0.0
INSERVICE TRAINING	(+) = 12 (0) = (-) =	1.0	(+) = 11 (0) = (-) = 1	.83	(+) = 1 (0) = (-) = 3	- .50
VOCATIONAL EDUCATION	(+) = 7 (0) = (-) =	1.0	(+) = 6 (0) = 1 (-) =	.86	(+) = 3 (0) = (-) = 3	0.0
SCHOOL-COMMUNITY RELATIONS	(+) = 6 (0) = 3 (-) =	.67	(+) = 6 (0) = 2 (-) = 1	.56	(+) = 6 (0) = (-) = 4	.20
STUDENT CODE OF CONDUCT	(+) = 15 (0) = (-) = 1	.88	(+) = 14 (0) = 1 (-) = 1	.81	(+) = 3 (0) = 2 (-) = 5	- .20
READING AND COMMUNICATION SKILLS	(+) = 2 (0) = 1 (-) =	.67	(+) = 2 (0) = 1 (-) =	.67	(+) = 5 (0) = (-) =	1.0
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 4 (0) = (-) = 1	.60	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.81
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.65
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

NORTHEASTERN HIGH SCHOOL

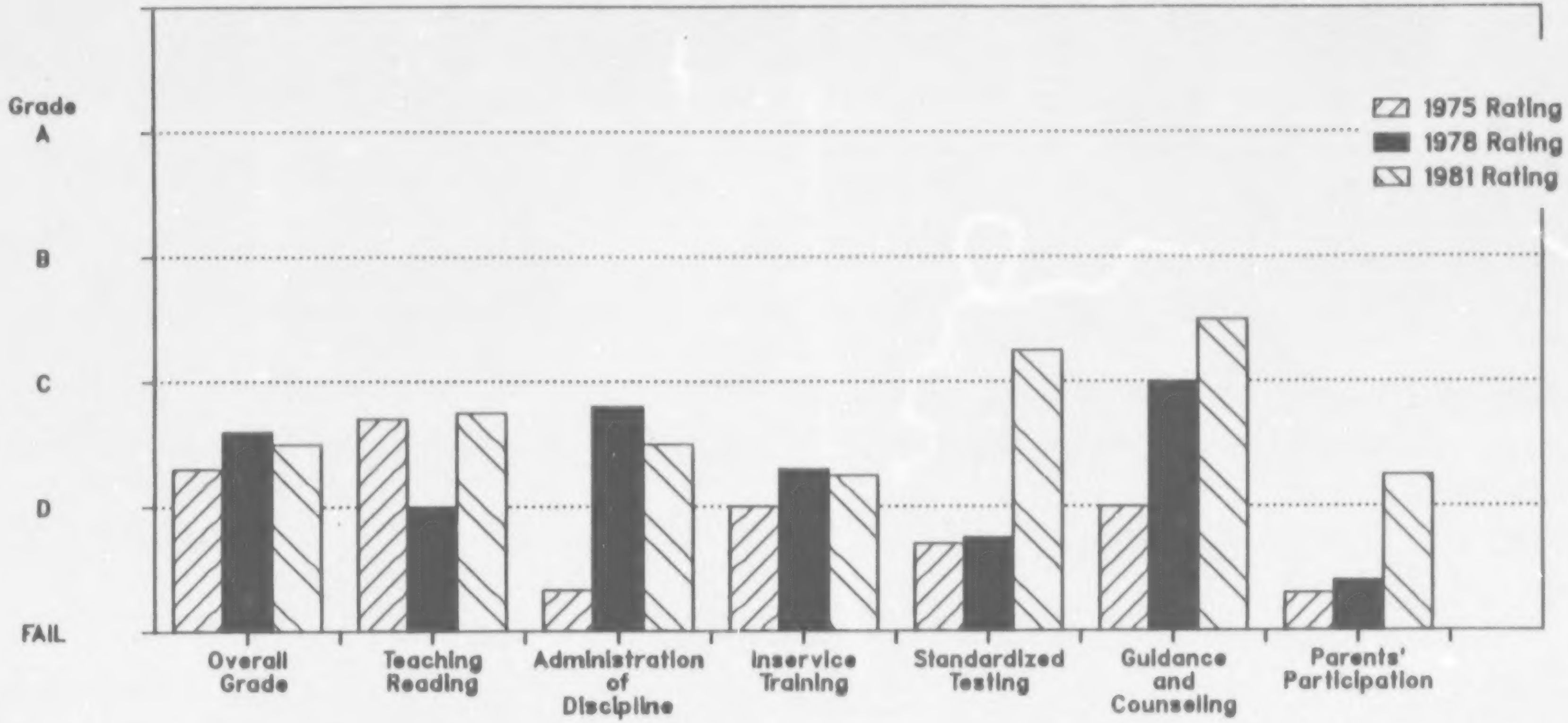
COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 14 (0) = 1 (-) =	.93	(+) = 3 (0) = 4 (-) = 4	-.09	(+) = 2 (0) = 11 (-) = 4	-.12
COUNSELING AND CAREER GUIDANCE	(+) = 28 (0) = 7 (-) =	.80	(+) = 23 (0) = 6 (-) = 2	.68	(+) = 36 (0) = 11 (-) = 6	.57
INSERVICE TRAINING	(+) = 25 (0) = 1 (-) =	.96	(+) = 12 (0) = 1 (-) = 2	.67	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 21 (0) = 2 (-) =	.91	(+) = 16 (0) = 10 (-) = 10	.17
SCHOOL-COMMUNITY RELATIONS	(+) = 42 (0) = (-) = 4	.83	(+) = 37 (0) = 2 (-) = 6	.69	(+) = 13 (0) = 7 (-) = 4	.38
STUDENT CODE OF CONDUCT	(+) = 21 (0) = 5 (-) =	.81	(+) = 18 (0) = 2 (-) = 1	.81	(+) = 6 (0) = 1 (-) = 9	-.20
READING AND COMMUNICATION SKILLS	(+) = 19 (0) = 11 (-) =	.63	(+) = 6 (0) = 6 (-) = 3	.20	(+) = 6 (0) = 2 (-) = 7	-.07
TESTING	(+) = 14 (0) = 2 (-) =	.88	(+) = 11 (0) = 2 (-) =	.85	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.84
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.65
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.24

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

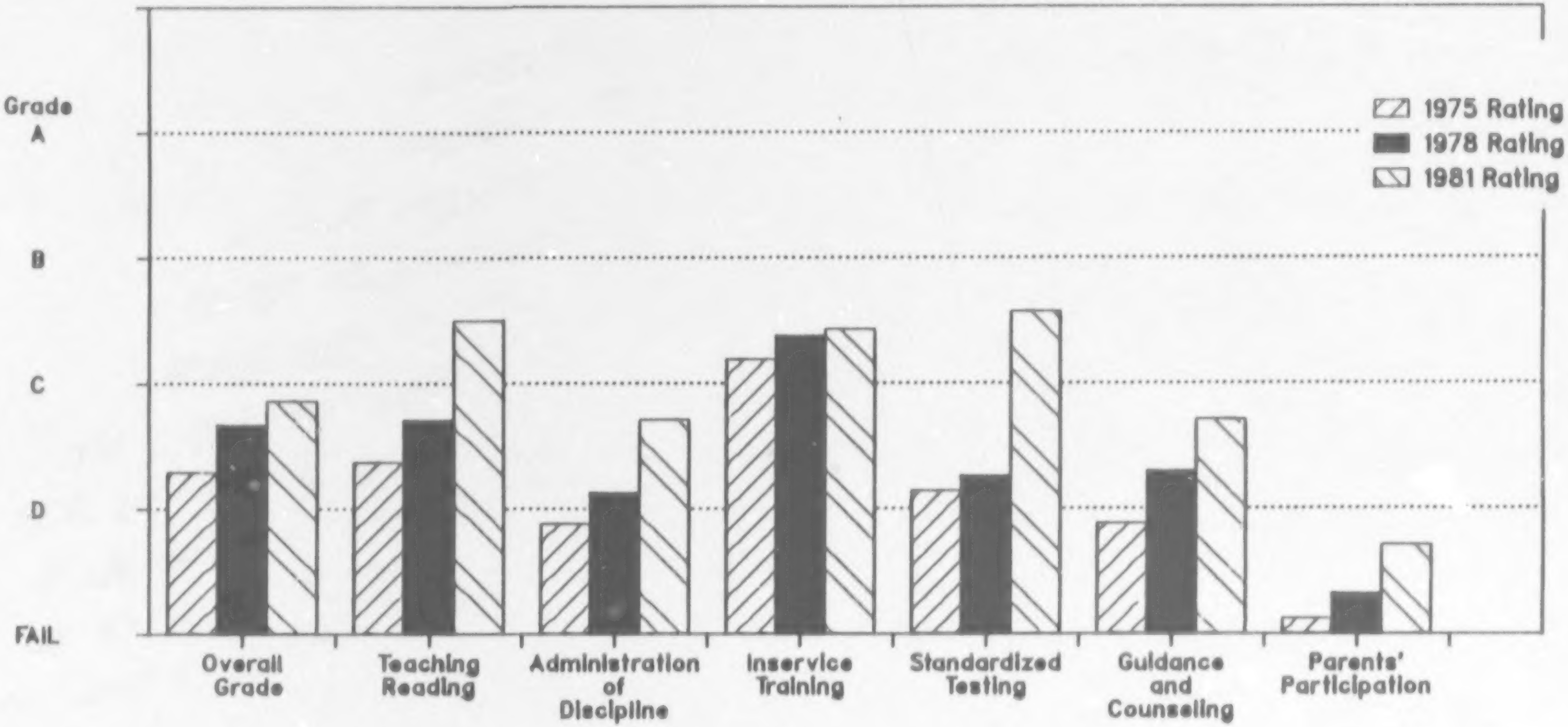
COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81

NORTHEASTERN HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
NORTHEASTERN HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

C-17

5/82
U.S. DISTRICT COURT MONITORING COMMISSION
1981 DETROIT HIGH SCHOOL PROFILES

NORTHERN HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1975-81

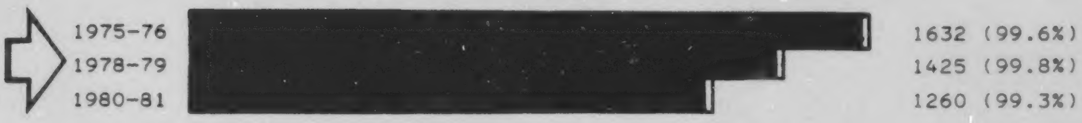
INDIVIDUAL SCHOOL PROFILE

OF

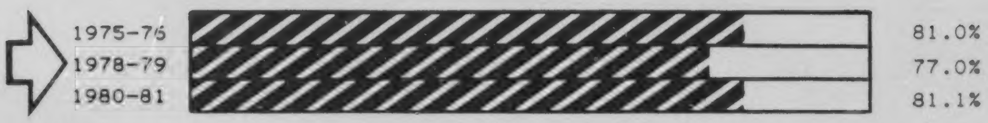
NORTHERN HIGH SCHOOL

School Characteristics*

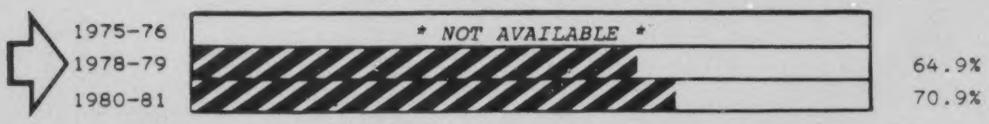
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81
14	235	52	85

1980-81

ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
79	53	156	32

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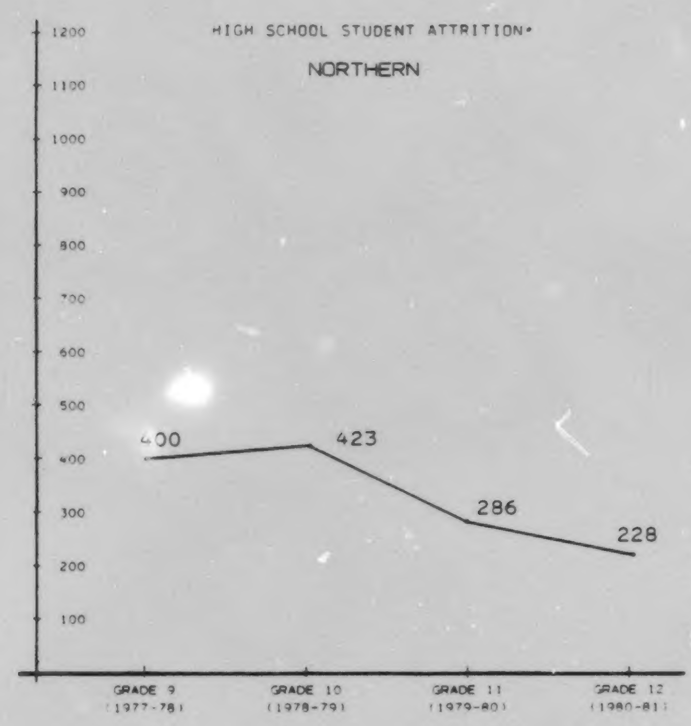
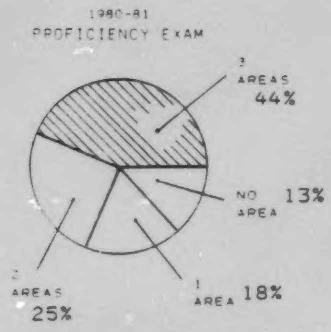
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

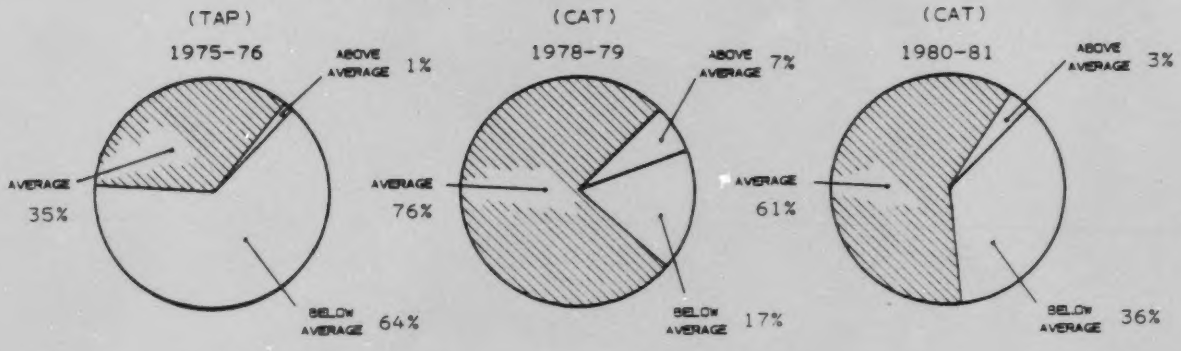
Assessment of Individual School's Delivery of Court-Ordered Programs--Part II



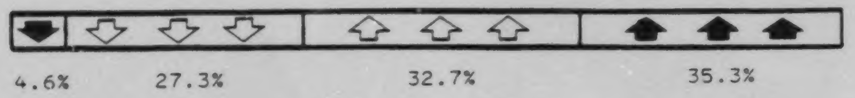


* See Section E below.

11TH GRADE READING ACHIEVEMENT 1975-1981



1980-81 GRADE 10 MEAP--READING*



CATEGORIES OF ACHIEVEMENT

*LEGEND ▼ 0-24% ⇩ 25-49% ⇧ 50-74% ▲ 75-100%
1 2 3 4

U.S. DISTRICT COURT MONITORING COMMISSION

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

NORTHERN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 5 (0) = 6 (-) = 4	.07	(+) = 7 (0) = 2 (-) = 6	.07	(+) = 2 (0) = (-) = 4	- .33
INSERVICE TRAINING	(+) = 12 (0) = (-) =	1.0	(+) = (0) = (-) =	.67	(+) = 1 (0) = (-) = 3	- .50
VOCATIONAL EDUCATION	(+) = 4 (0) = 1 (-) = 2	.29	(+) = (0) = (-) =	.57	(+) = 2 (0) = (-) = 4	- .33
SCHOOL-COMMUNITY RELATIONS	(+) = 6 (0) = (-) = 3	.33	(+) = (0) = (-) =	.44	(+) = 7 (0) = (-) = 3	.40
STUDENT CODE OF CONDUCT	(+) = 14 (0) = 2 (-) =	.88	(+) = (0) = (-) =	.44	(+) = 3 (0) = 1 (-) = 6	- .30
READING AND COMMUNICATION SKILLS	(+) = 3 (0) = (-) =	1.0	(+) = (0) = (-) =	1.0	(+) = 4 (0) = (-) = 1	.60
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.55
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.43
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

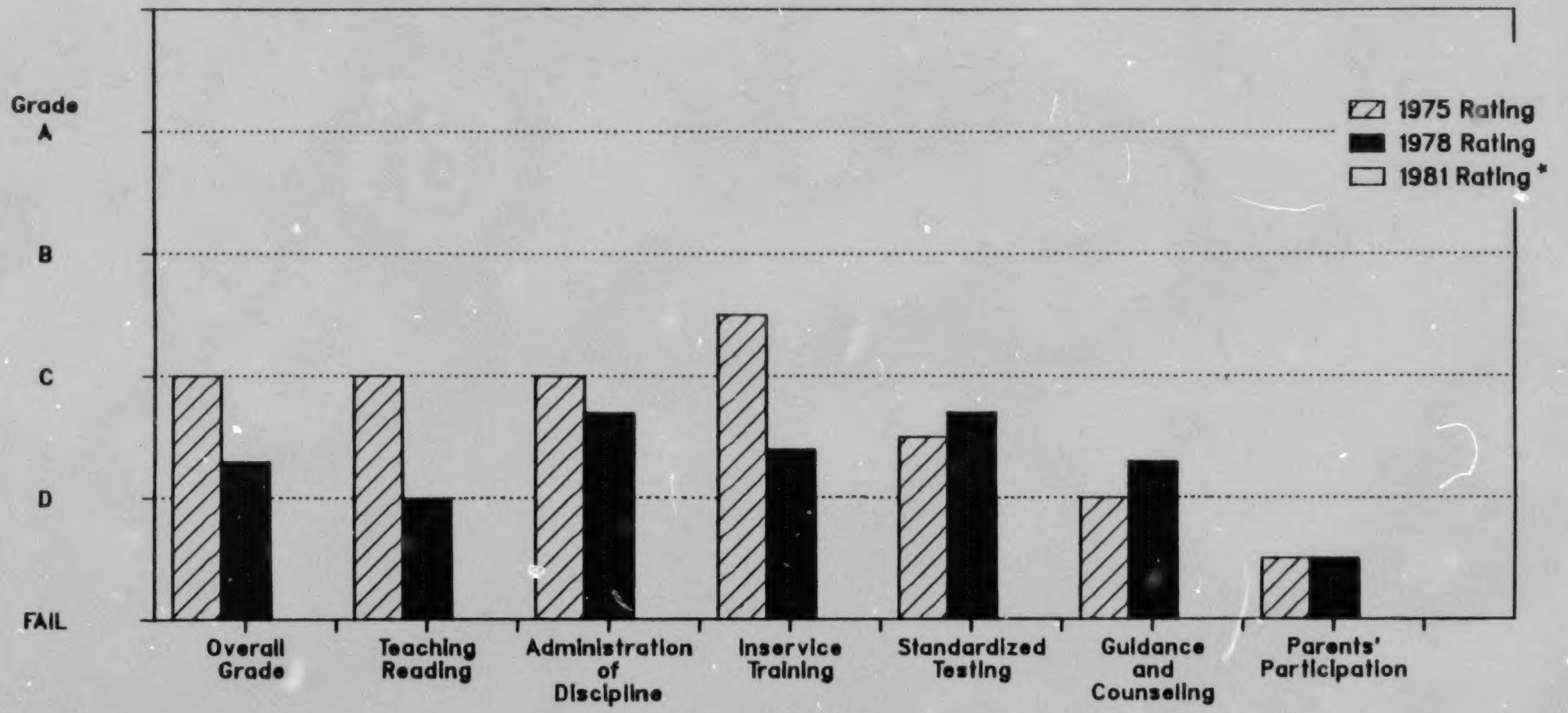
NORTHERN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = 21 (-) =	0.0	(+) = (0) = 13 (-) =	0.0	(+) = (0) = 24 (-) =	0.0
COUNSELING AND CAREER GUIDANCE	(+) = 34 (0) = 1 (-) =	.97	(+) = 27 (0) = 3 (-) = 1	.84	(+) = 16 (0) = 31 (-) = 6	.19
INSERVICE TRAINING	(+) = 33 (0) = (-) =	1.0	(+) = 13 (0) = (-) = 3	.63	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 17 (0) = (-) = 6	.48	(+) = 14 (0) = 14 (-) = 8	.17
SCHOOL-COMMUNITY RELATIONS	(+) = 41 (0) = 3 (-) =	.93	(+) = 36 (0) = 6 (-) = 3	.73	(+) = 9 (0) = 7 (-) = 8	.04
STUDENT CODE OF CONDUCT	(+) = 26 (0) = 1 (-) =	.96	(+) = 20 (0) = 1 (-) =	.95	(+) = 8 (0) = 1 (-) = 6	.13
READING AND COMMUNICATION SKILLS	(+) = 25 (0) = (-) =	1.0	(+) = 12 (0) = 1 (-) = 2	.67	(+) = 6 (0) = (-) = 9	-.20
TESTING	(+) = 14 (0) = (-) = 1	.87	(+) = 7 (0) = 2 (-) = 4	.23	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.87
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.64
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.10

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

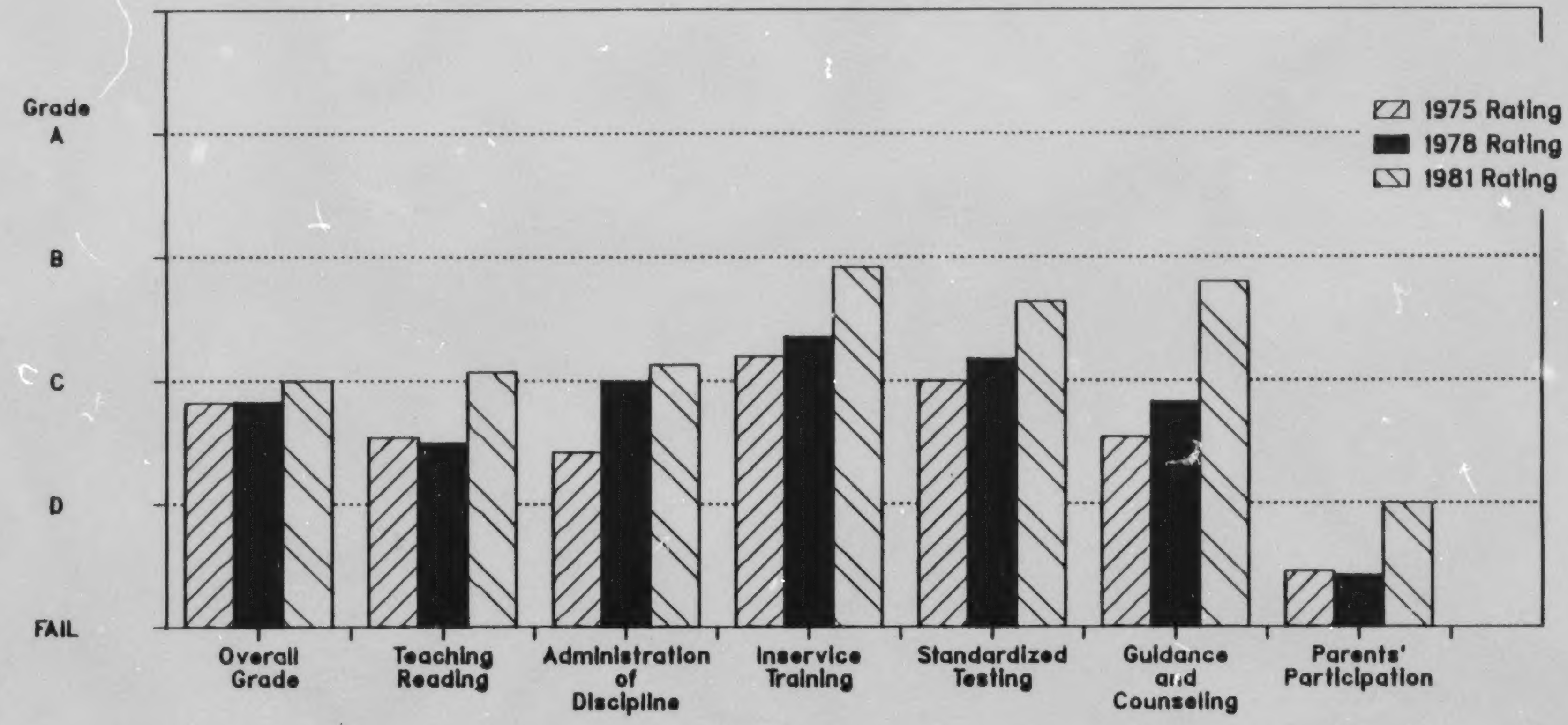
COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
NORTHERN HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

*1981 DATA MISSING.

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
NORTHERN HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

103

CHADSEY HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

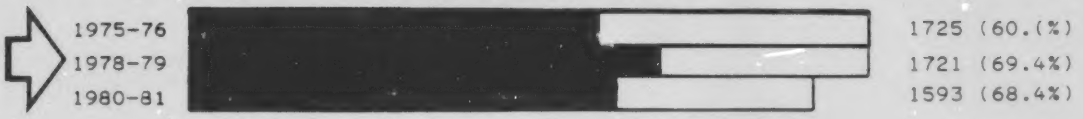
1975-81

INDIVIDUAL SCHOOL PROFILE OF

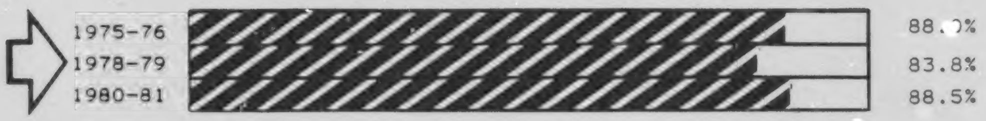
CHADSEY HIGH SCHOOL

School Characteristics*

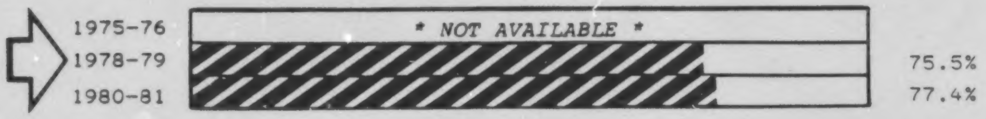
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81
215	709	30	47

1980-81

ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
42	18	667	29

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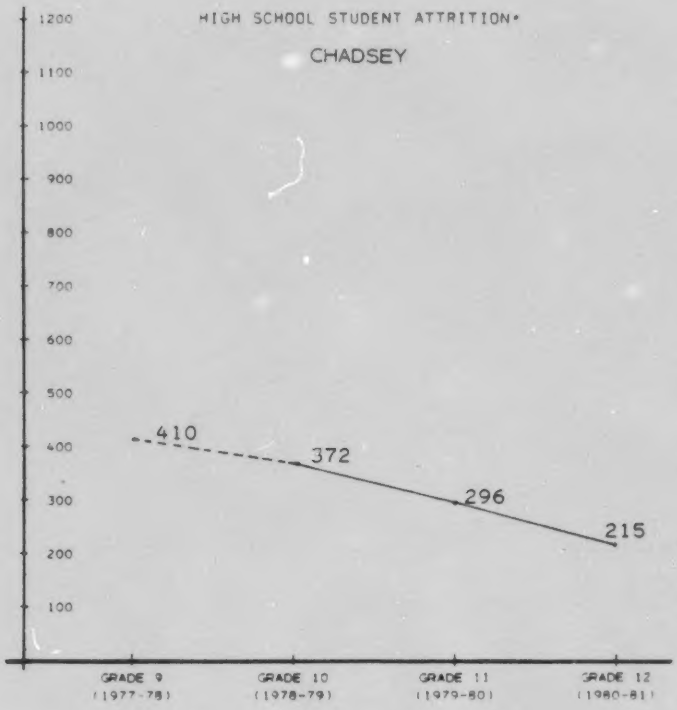
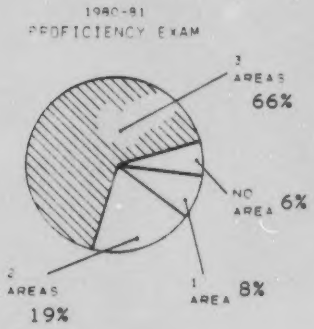
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

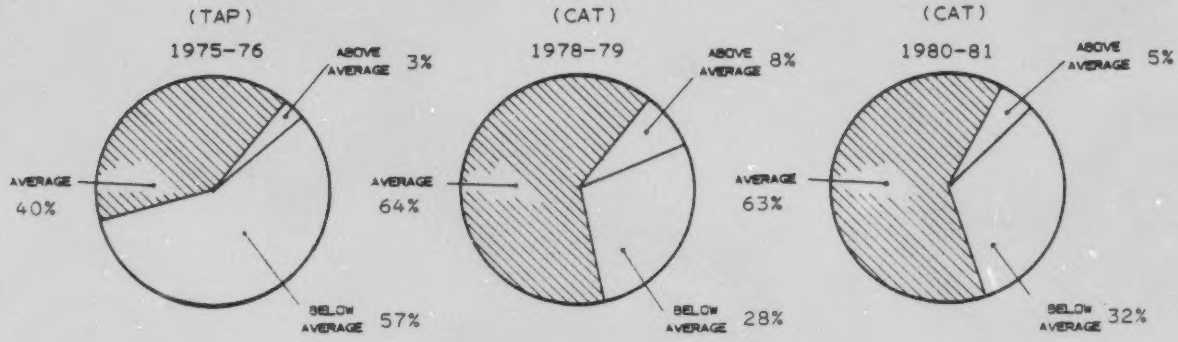
Assessment of Individual School's Delivery of Court-Ordered Programs--Part II



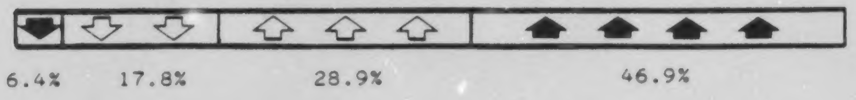


* See Section E below.

11TH GRADE READING ACHIEVEMENT 1975-1981



1980-81 GRADE 10 MEAP--READING*



CATEGORIES OF ACHIEVEMENT

*LEGEND ▼ 0-24% (1) ⇩ 25-49% (2) ⇧ 50-74% (3) ▲ 75-100% (4)

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

CHADSEY HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = 2 (-) =	0.0	(+) = (0) = 2 (-) =	0.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = (0) = 15 (-) =	0.0	(+) = 1 (0) = 14 (-) =	.07	(+) = 6 (0) = (-) =	1.0
INSERVICE TRAINING	(+) = (0) = 12 (-) =	0.0	(+) = (0) = 12 (-) =	0.0	(+) = 2 (0) = (-) = 2	0.0
VOCATIONAL EDUCATION	(+) = (0) = 7 (-) =	0.0	(+) = (0) = 7 (-) =	0.0	(+) = 5 (0) = (-) = 1	.67
SCHOOL-COMMUNITY RELATIONS	(+) = 7 (0) = (-) = 2	.56	(+) = 8 (0) = 1 (-) =	.89	(+) = 7 (0) = (-) = 3	.40
STUDENT CODE OF CONDUCT	(+) = 14 (0) = 2 (-) =	.88	(+) = 12 (0) = 2 (-) = 1	.73	(+) = 6 (0) = (-) = 4	.20
READING AND COMMUNICATION SKILLS	(+) = 2 (0) = (-) = 1	.50	(+) = 2 (0) = (-) = 1	.50	(+) = 3 (0) = (-) = 2	.20
TESTING	(+) = (0) = 5 (-) =	0.0	(+) = 4 (0) = 1 (-) =	.80	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.30
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.36
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF :

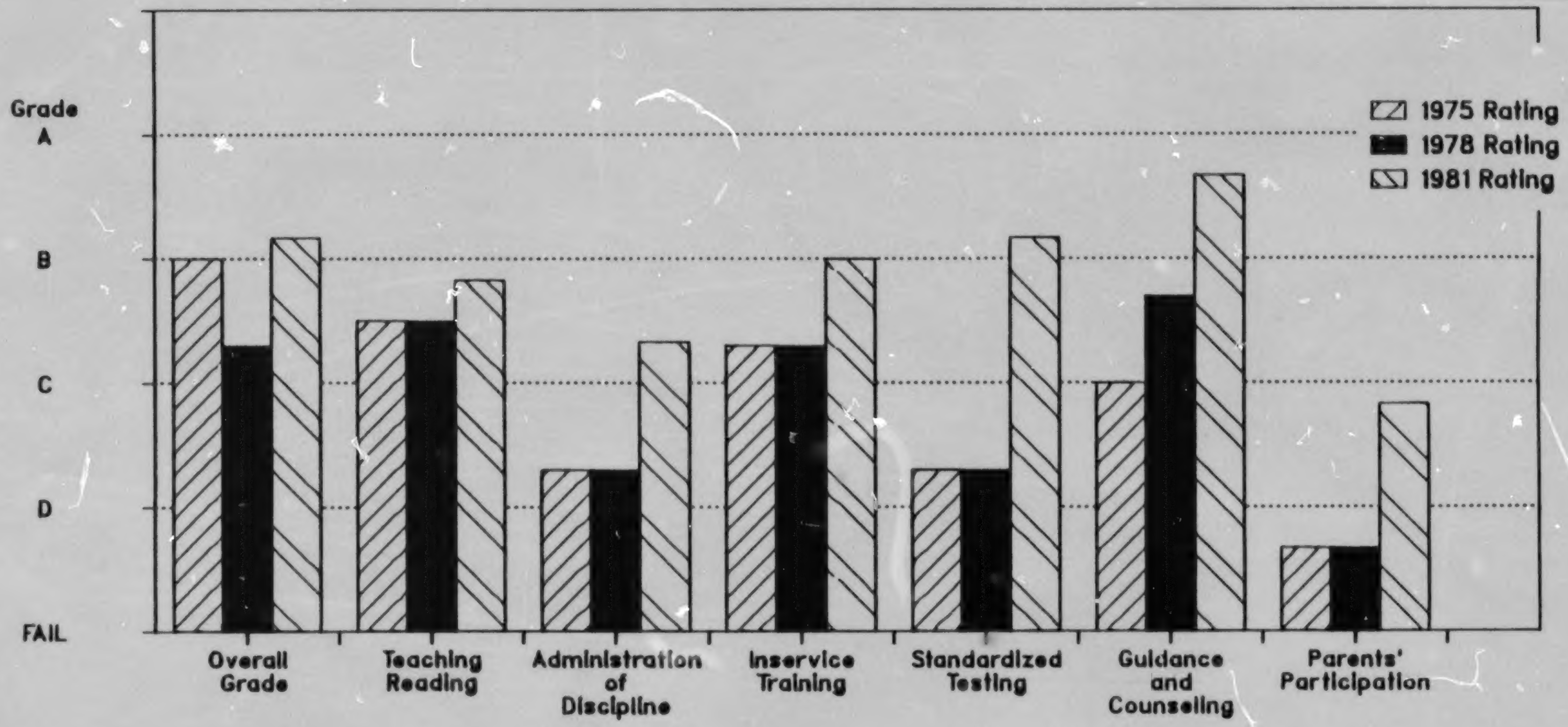
CHADSEY HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 20 (0) = (-) =	1.0	(+) = 5 (0) = (-) = 8	-.23	(+) = 4 (0) = 9 (-) =	.31
COUNSELING AND CAREER GUIDANCE	(+) = 36 (0) = (-) =	1.0	(+) = 31 (0) = (-) =	1.0	(+) = 42 (0) = 7 (-) = 4	.72
INSERVICE TRAINING	(+) = 31 (0) = (-) = 2	.88	(+) = 4 (0) = 10 (-) = 11	-.28	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 21 (0) = (-) = 2	.83	(+) = 22 (0) = 13 (-) = 1	.58
SCHOOL-COMMUNITY RELATIONS	(+) = 41 (0) = 3 (-) = 2	.87	(+) = 23 (0) = 4 (-) = 18	.11	(+) = 6 (0) = 16 (-) = 2	.17
STUDENT CODE OF CONDUCT	(+) = 23 (0) = (-) =	1.0	(+) = 18 (0) = 2 (-) = 1	.81	(+) = 7 (0) = 1 (-) = 7	0.0
READING AND COMMUNICATION SKILLS	(+) = 26 (0) = (-) =	1.0	(+) = 13 (0) = (-) = 2	.73	(+) = 8 (0) = 1 (-) = 6	.13
TESTING	(+) = 14 (0) = 4 (-) =	.78	(+) = 9 (0) = 2 (-) = 2	.54	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.93
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.43
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.44

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
CHADSEY HIGH SCHOOL

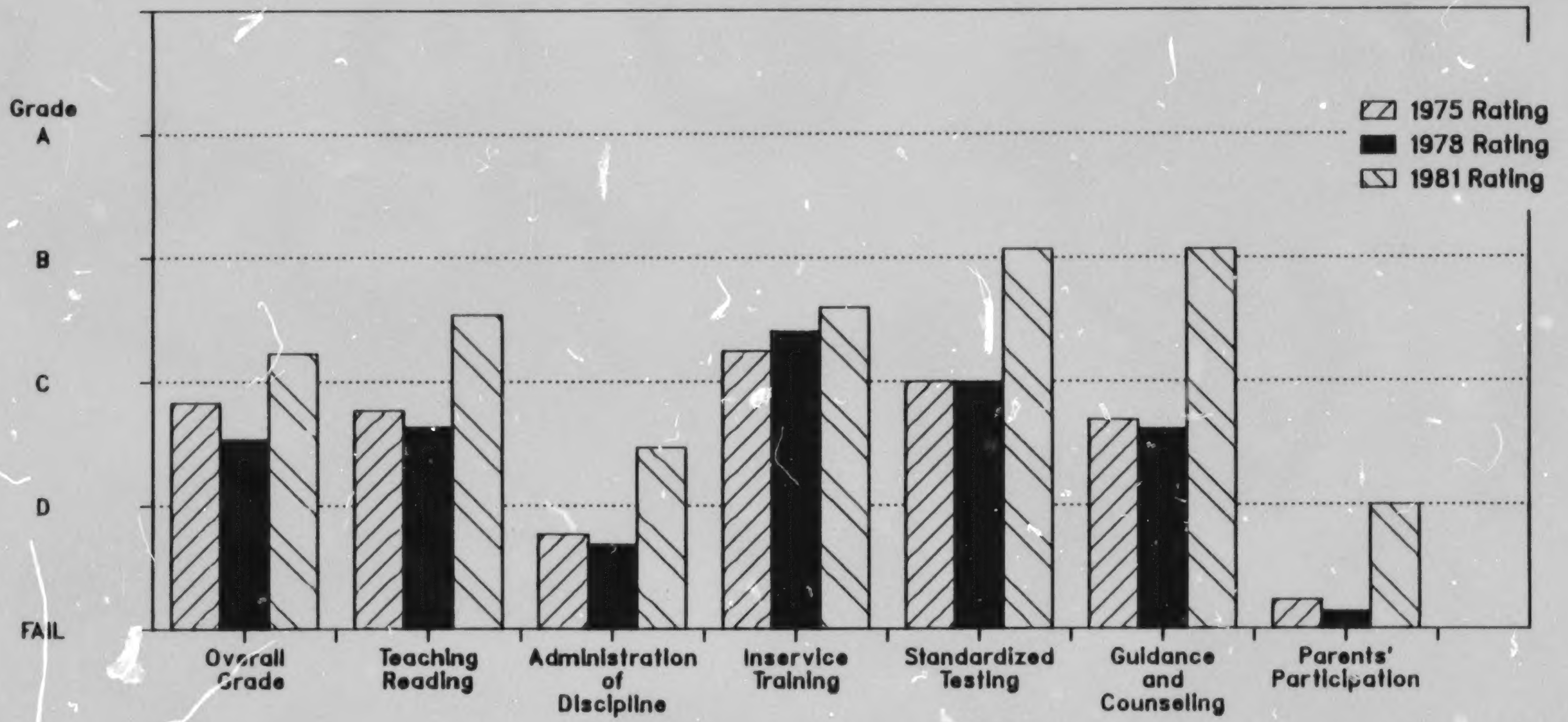


Assessment of Individual School's Delivery of
Court-Ordered Programs--Part II

C-32

5/82
U.S. DISTRICT COURT MONITORING COMMISSION
1981 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
CHADSEY HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

INDIVIDUAL SCHOOL PROFILES

NORTHWESTERN HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1975-81

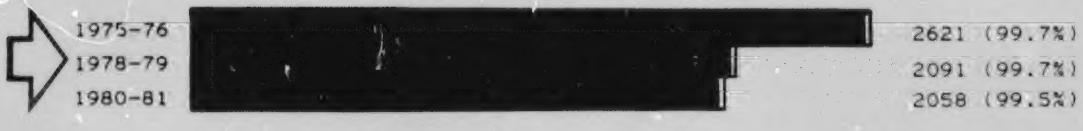
INDIVIDUAL SCHOOL PROFILE

OF

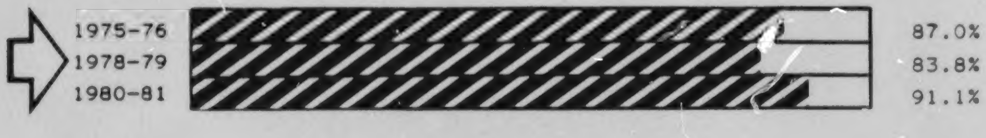
NORTHWESTERN HIGH SCHOOL

School Characteristics*

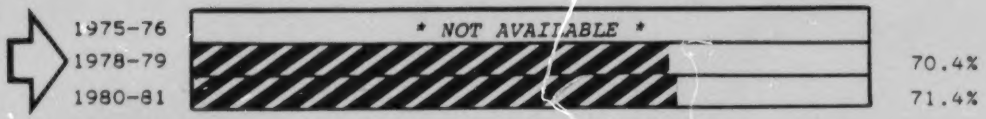
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



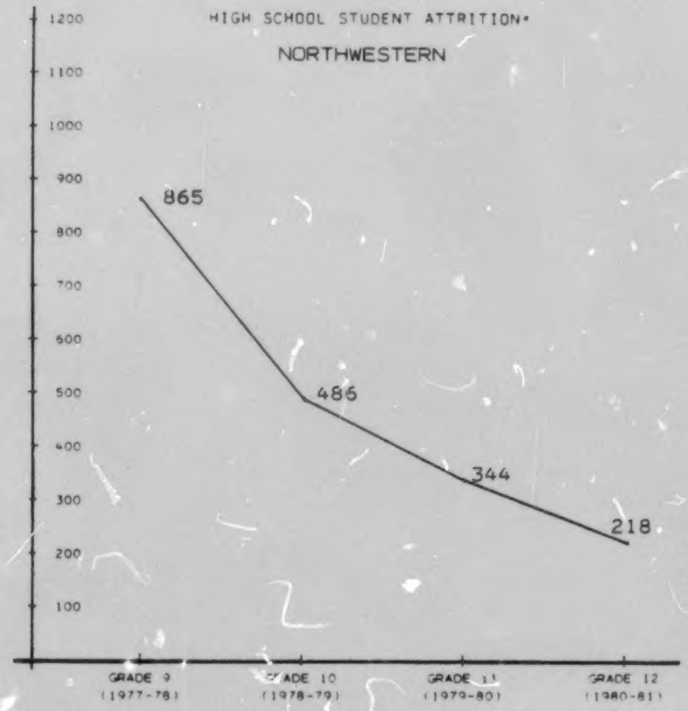
EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81
60	1158	32	96

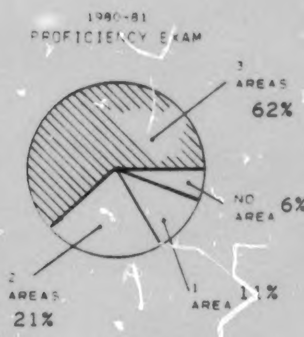
1980-81

ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
20	18	1138	78

* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

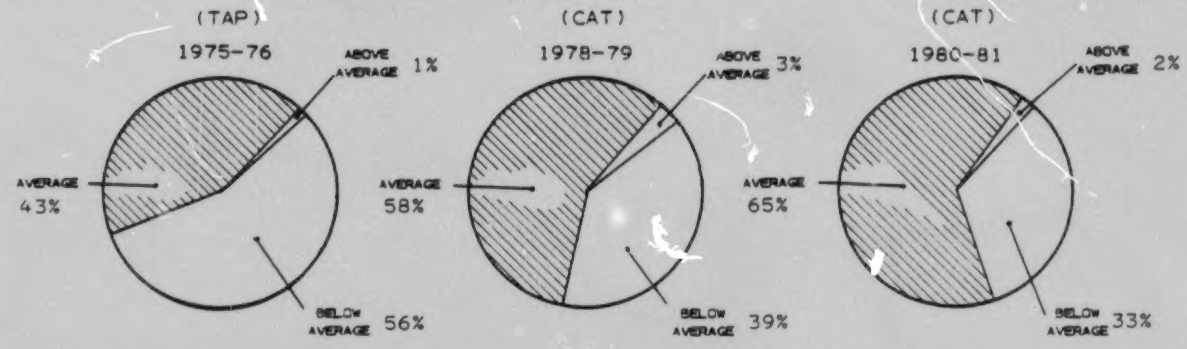
Assessment of Individual School's Delivery of Court-Ordered Programs--Part II



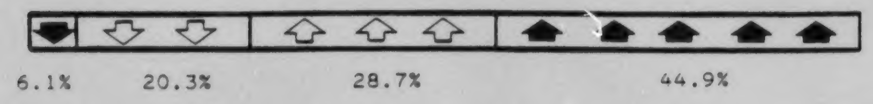


* See Section E below.

11TH GRADE READING ACHIEVEMENT 1975-1981



1980-81 GRADE 10 MEAP--READING*



CATEGORIES OF ACHIEVEMENT

*LEGEND

1	0-24%	2	25-49%
3	50-74%	4	75-100%

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF :

NORTHWESTERN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) = 2	1.0	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 11 (0) = 3 (-) = 1	.67	(+) = 10 (0) = 1 (-) = 4	.40	(+) = 5 (0) = (-) = 1	.67
INSERVICE TRAINING	(+) = 11 (0) = (-) = 1	.83	(+) = 11 (0) = (-) =	.92	(+) = 2 (0) = (-) = 2	0.0
VOCATIONAL EDUCATION	(+) = 7 (0) = (-) =	1.0	(+) = 5 (0) = 2 (-) =	.71	(+) = 4 (0) = (-) = 2	.33
SCHOOL-COMMUNITY RELATIONS	(+) = 5 (0) = (-) = 4	.11	(+) = 4 (0) = 2 (-) = 3	.11	(+) = 2 (0) = (-) = 8	- .60
STUDENT CODE OF CONDUCT	(+) = 16 (0) = (-) =	1.0	(+) = 15 (0) = (-) = 1	.88	(+) = 4 (0) = 1 (-) = 5	- .10
READING AND COMMUNICATION SKILLS	(+) = 3 (0) = (-) =	1.0	(+) = 2 (0) = (-) = 1	.33	(+) = 5 (0) = (-) =	1.0
TESTING	(+) = 4 (0) = (-) = 1	.60	(+) = 3 (0) = 1 (-) = 1	.40	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPUNSES TO CRITERIA-BASED ASSESSMENT.	·70
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.55
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

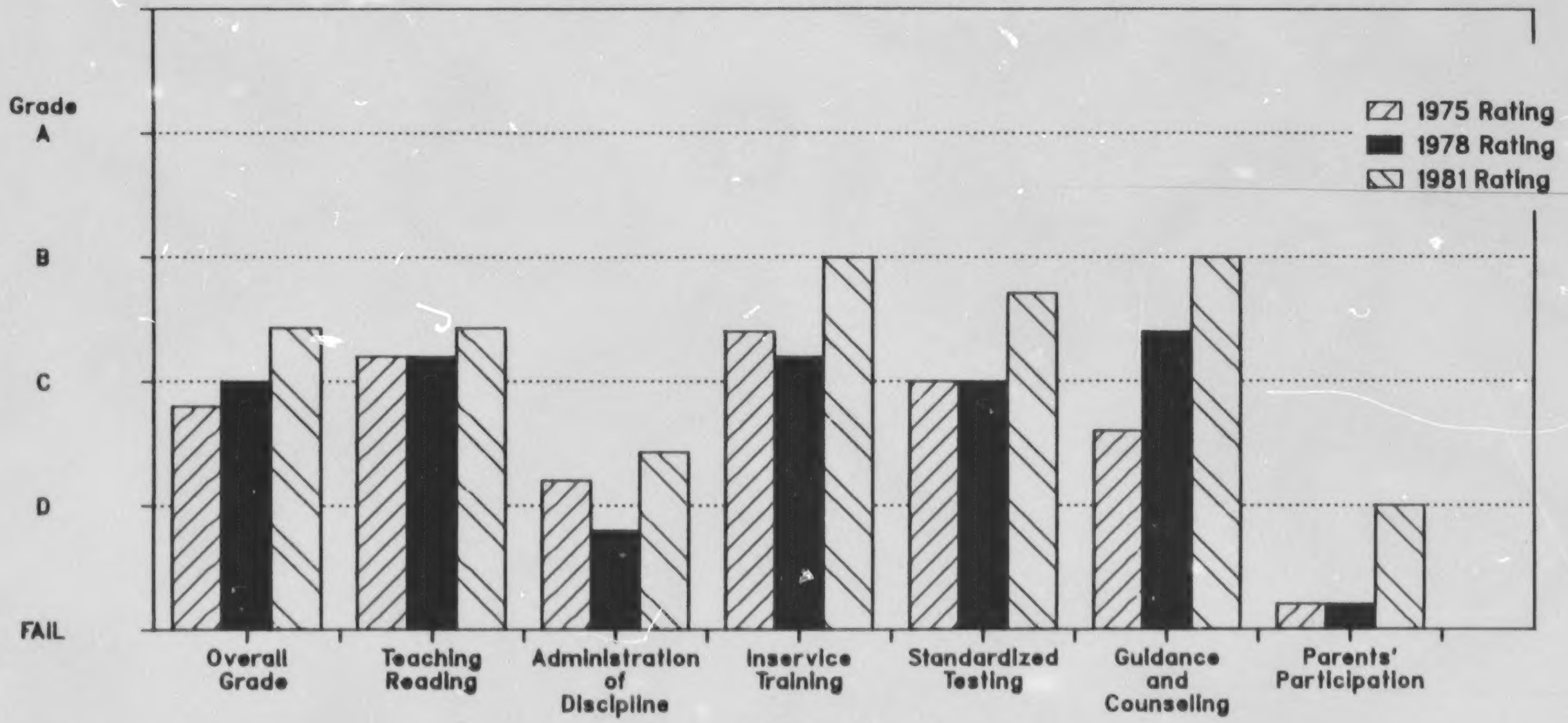
NORTHWESTERN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 4 (0) = 16 (-) = 1	.14	(+) = 3 (0) = 9 (-) = 1	.15	(+) = (0) = 24 (-) =	0.0
COUNSELING AND CAREER GUIDANCE	(+) = 33 (0) = (-) = 3	.83	(+) = 21 (0) = 2 (-) = 8	.41	(+) = 36 (0) = 10 (-) = 7	.55
INSERVICE TRAINING	(+) = 33 (0) = (-) =	1.0	(+) = 16 (0) = (-) =	1.0	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 22 (0) = (-) = 1	.91	(+) = 24 (0) = 6 (-) = 6	.50
SCHOOL-COMMUNITY RELATIONS	(+) = 48 (0) = (-) =	1.0	(+) = 42 (0) = (-) = 4	.83	(+) = 14 (0) = 6 (-) = 4	.42
STUDENT CODE OF CONDUCT	(+) = 25 (0) = 2 (-) =	.93	(+) = 18 (0) = 2 (-) = 1	.81	(+) = 8 (0) = 1 (-) = 6	.13
READING AND COMMUNICATION SKILLS	(+) = 26 (0) = (-) =	1.0	(+) = 12 (0) = 1 (-) = 2	.67	(+) = 7 (0) = 5 (-) = 3	.27
TESTING	(+) = 15 (0) = (-) =	1.0	(+) = 12 (0) = (-) = 1	.85	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.89
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.72
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.38

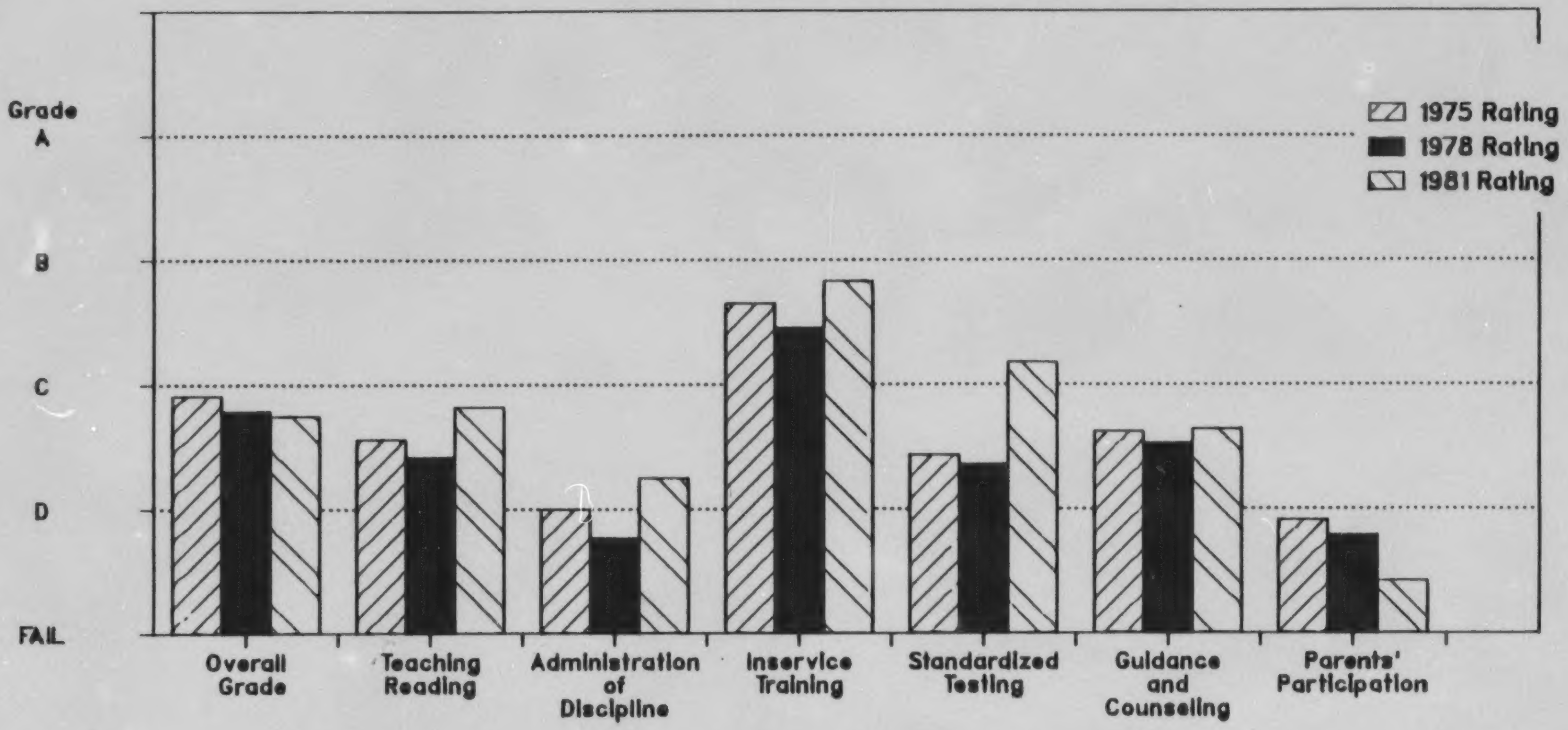
	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
NORTHWESTERN HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
NORTHWESTERN HIGH SCHOOL



Assessment of Individual School's Delivery of
Court-Ordered Programs--Part II

SOUTHWESTERN HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1975-81

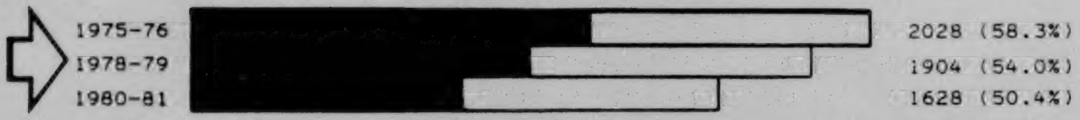
INDIVIDUAL SCHOOL PROFILE

OF

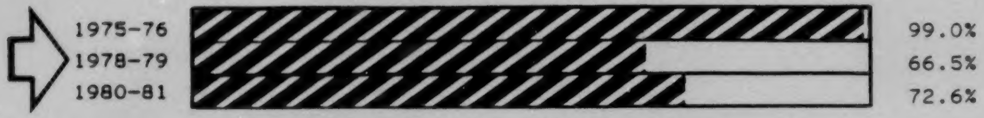
SOUTHWESTERN HIGH SCHOOL

School Characteristics*

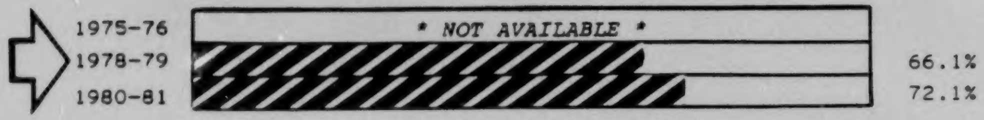
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81
498	1169	23	147

1980-81

ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
5	50	1164	97

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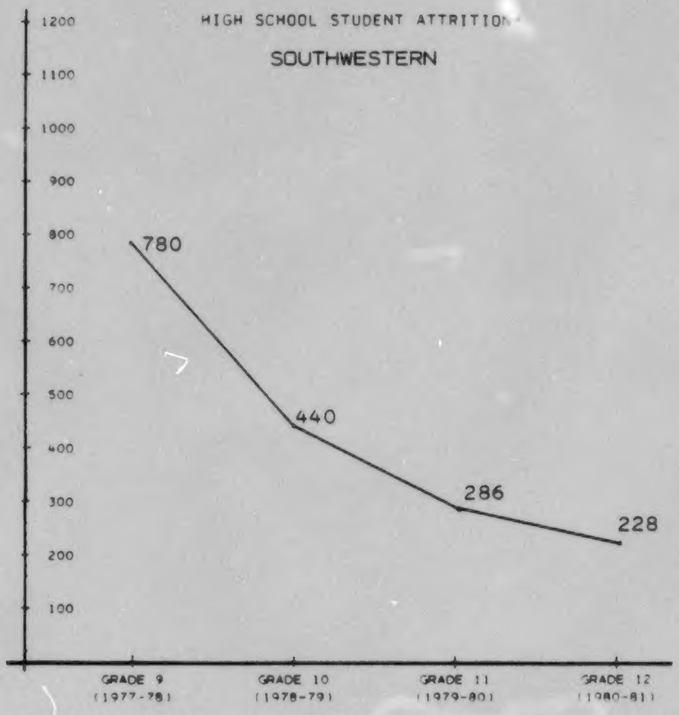
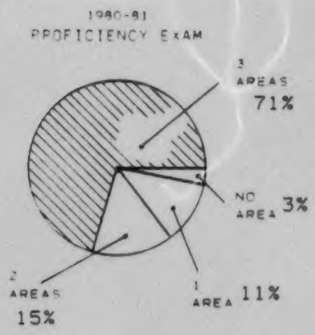
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

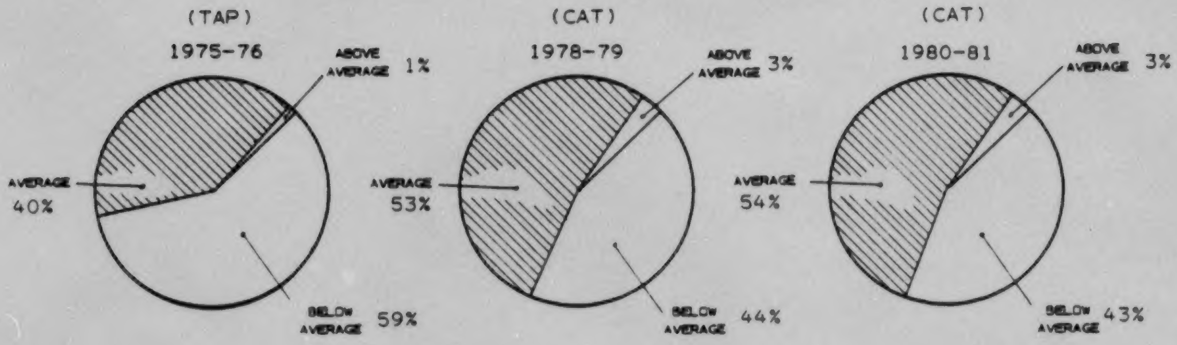
Assessment of Individual School's Delivery of Court-Ordered Programs--Part II



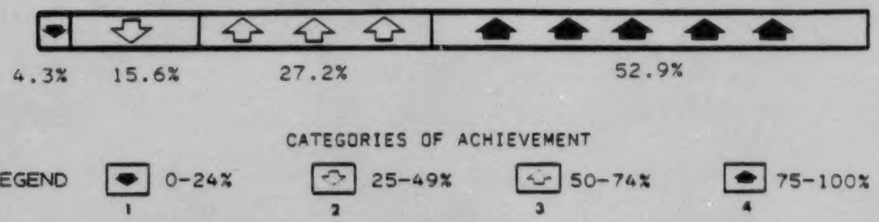


* See Section E below.

11TH GRADE READING ACHIEVEMENT 1975-1981



1980-81 GRADE 10 MEAP--READING*



Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

SOUTHWESTERN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 3 (0) = (-) = 2	.20	(+) = 3 (0) = (-) = 2	.20	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 11 (0) = 1 (-) = 3	.53	(+) = 9 (0) = 3 (-) = 3	.40	(+) = 1 (0) = (-) = 5	- .67
INSERVICE TRAINING	(+) = 11 (0) = (-) = 1	.83	(+) = 11 (0) = (-) = 1	.83	(+) = (0) = (-) = 4	-1.0
VOCATIONAL EDUCATION	(+) = 5 (0) = 1 (-) = 1	.57	(+) = 2 (0) = 3 (-) = 2	0.0	(+) = 1 (0) = (-) = 5	- .67
SCHOOL-COMMUNITY RELATIONS	(+) = (0) = 6 (-) = 3	- .33	(+) = 3 (0) = 3 (-) = 3	0.0	(+) = 3 (0) = (-) = 7	- .40
STUDENT CODE OF CONDUCT	(+) = (0) = 16 (-) = 1	- .06	(+) = 13 (0) = (-) = 4	.53	(+) = 3 (0) = (-) = 7	- .40
READING AND COMMUNICATION SKILLS	(+) = (0) = (-) =	-1.0	(+) = (0) = (-) =	1.0	(+) = 5 (0) = (-) =	1.0
TESTING	(+) = (0) = 5 (-) =	0.0	(+) = (0) = 5 (-) =	0.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.22
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.32
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

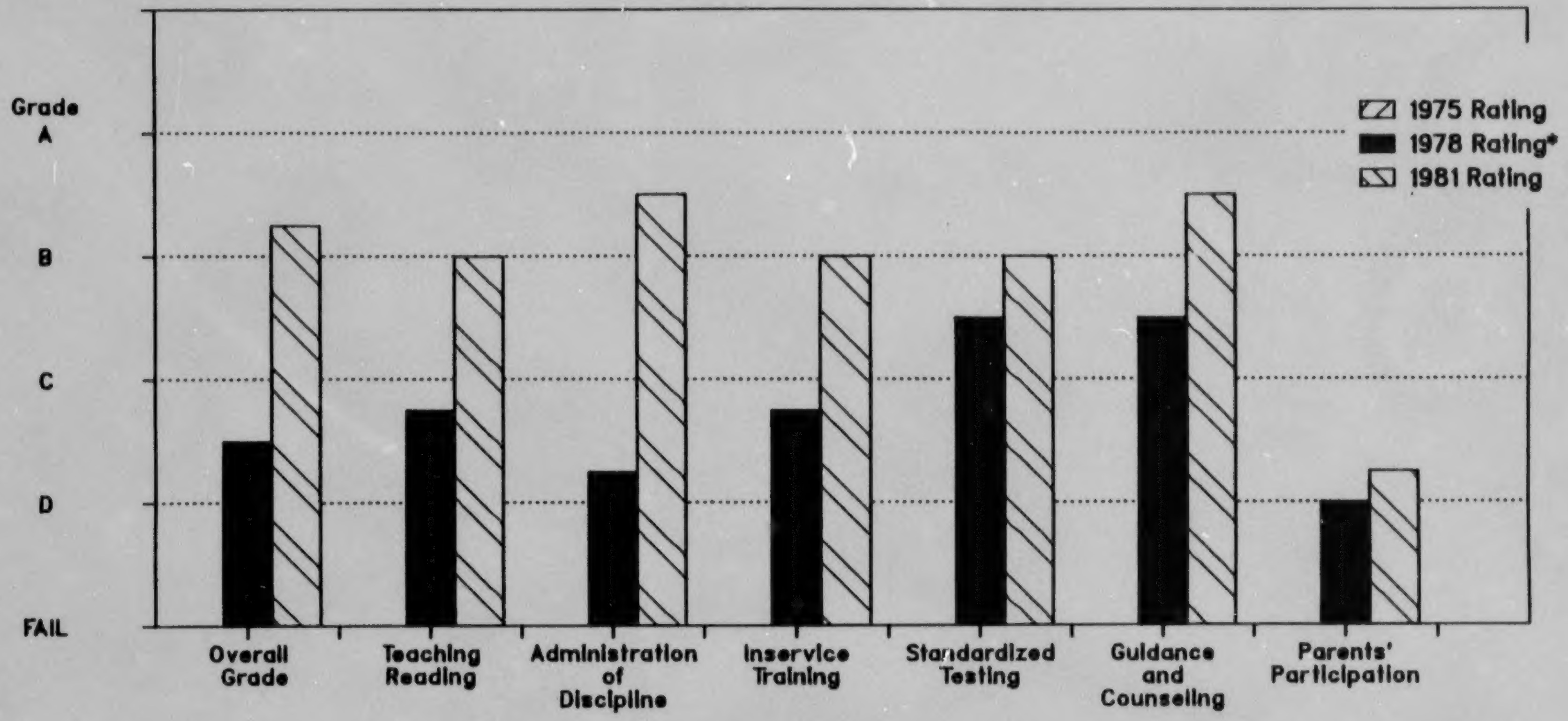
SOUTHWESTERN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 16 (0) = (-) =	1.0	(+) = 11 (0) = (-) = 1	.83	(+) = 9 (0) = 1 (-) = 9	0.0
COUNSELING AND CAREER GUIDANCE	(+) = 34 (0) = (-) = 1	.94	(+) = 28 (0) = 1 (-) = 2	.84	(+) = 41 (0) = 7 (-) = 5	.68
INSERVICE TRAINING	(+) = 33 (0) = (-) =	1.0	(+) = 15 (0) = 3 (-) =	.83	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 17 (0) = (-) = 6	.48	(+) = 14 (0) = 9 (-) = 13	.03
SCHOOL-COMMUNITY RELATIONS	(+) = 46 (0) = (-) =	1.0	(+) = 39 (0) = (-) = 6	.73	(+) = 12 (0) = 5 (-) = 6	.26
STUDENT CODE OF CONDUCT	(+) = 25 (0) = (-) =	1.0	(+) = 19 (0) = 2 (-) =	.90	(+) = 10 (0) = 2 (-) = 3	.41
READING AND COMMUNICATION SKILLS	(+) = 24 (0) = 5 (-) = 1	.77	(+) = 12 (0) = (-) = 3	.60	(+) = 10 (0) = 4 (-) = 1	.60
TESTING	(+) = 16 (0) = (-) =	1.0	(+) = 7 (0) = (-) = 5	.17	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.96
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.71
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.40

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

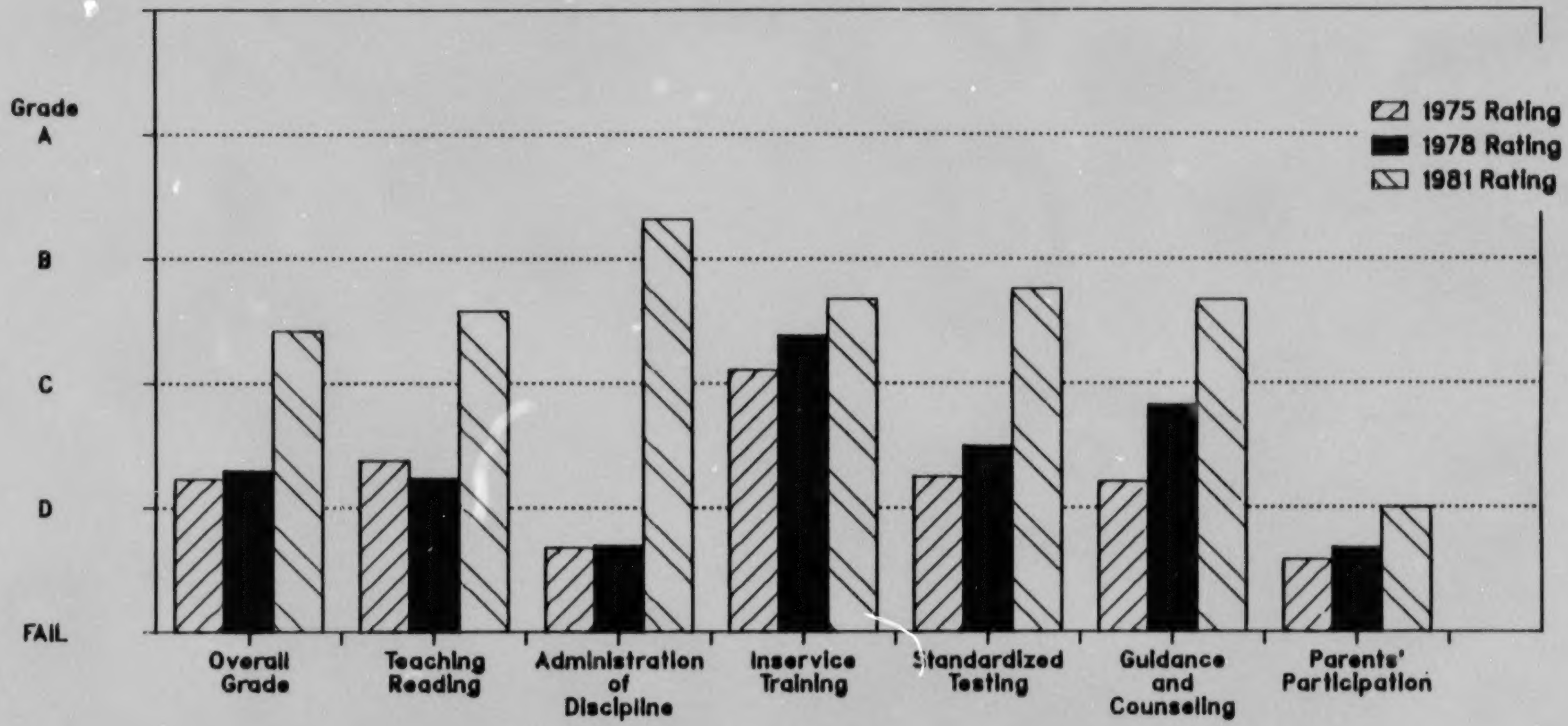
COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
SOUTHWESTERN HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs---Part II

*1978 RATINGS ARE RETROSPECTIVE.
1975 DATA MISSING.

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
SOUTHWESTERN HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

WESTERN HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1975-81

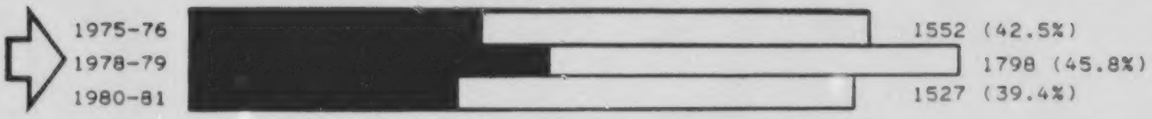
INDIVIDUAL SCHOOL PROFILE

OF

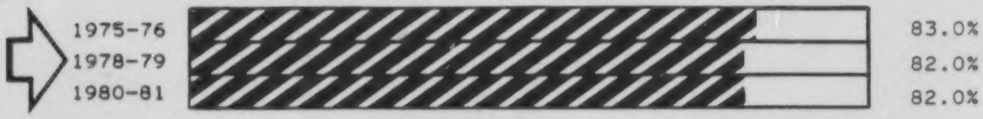
WESTERN HIGH SCHOOL

School Characteristics*

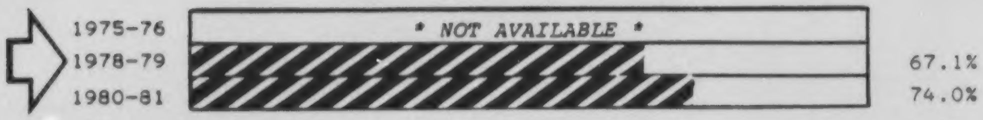
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81
281	856	46	160

1980-81

ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
68	83	788	77

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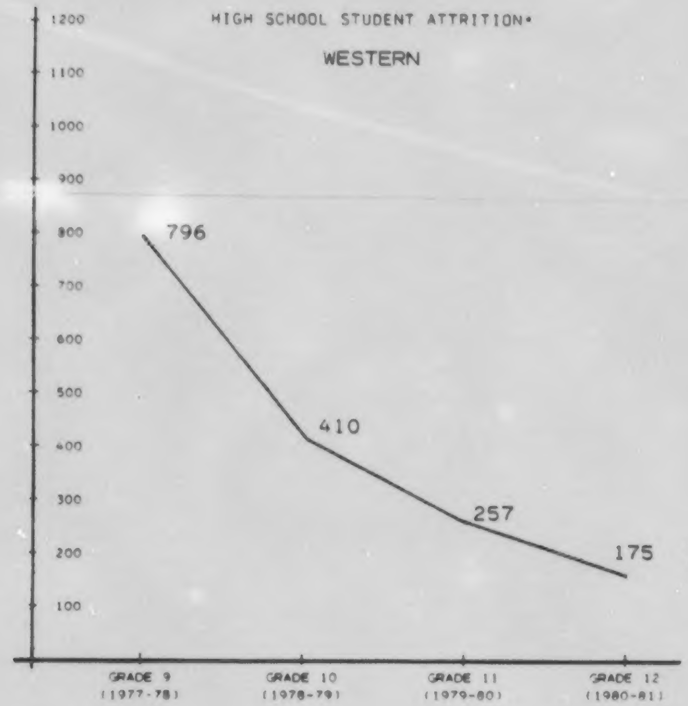
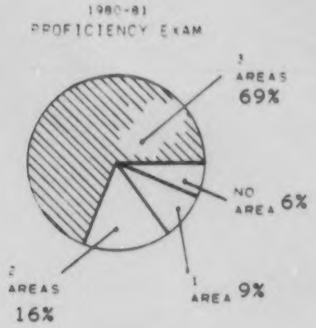
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

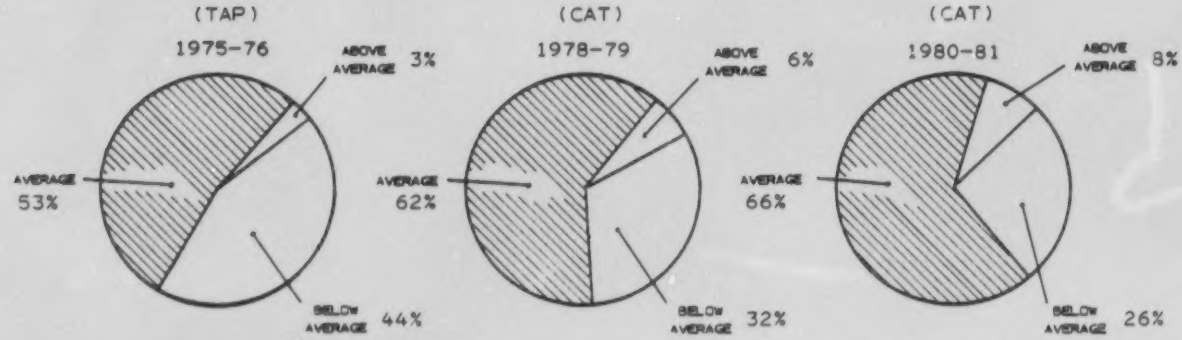
Assessment of Individual School's Delivery of Court-Ordered Programs--Part II



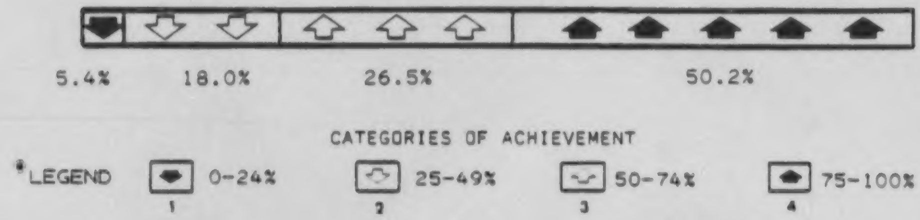


* See Section E below.

11TH GRADE READING ACHIEVEMENT 1975-1981



1980-81 GRADE 10 MEAP--READING*



Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

WESTERN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 4 (0) = 1 (-) =	.80	(+) = 5 (0) = (-) =	1.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 10 (0) = 1 (-) = 3	.50	(+) = 10 (0) = 5 (-) =	.67	(+) = 2 (0) = (-) = 4	- .33
INSERVICE TRAINING	(+) = 12 (0) = (-) =	1.0	(+) = 11 (0) = 1 (-) =	.92	(+) = 2 (0) = (-) = 2	0.0
VOCATIONAL EDUCATION	(+) = 7 (0) = (-) =	1.0	(+) = 4 (0) = 3 (-) =	.57	(+) = 4 (0) = (-) = 2	.33
SCHOOL-COMMUNITY RELATIONS	(+) = 8 (0) = (-) = 1	.78	(+) = 7 (0) = 2 (-) =	.78	(+) = 8 (0) = (-) = 2	.60
STUDENT CODE OF CONDUCT	(+) = 13 (0) = 1 (-) = 2	.69	(+) = 11 (0) = (-) = 5	.38	(+) = 4 (0) = 1 (-) = 5	- .10
READING AND COMMUNICATION SKILLS	(+) = 3 (0) = (-) =	1.0	(+) = 3 (0) = (-) =	1.0	(+) = 5 (0) = (-) =	1.0
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 5 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.79
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.72
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

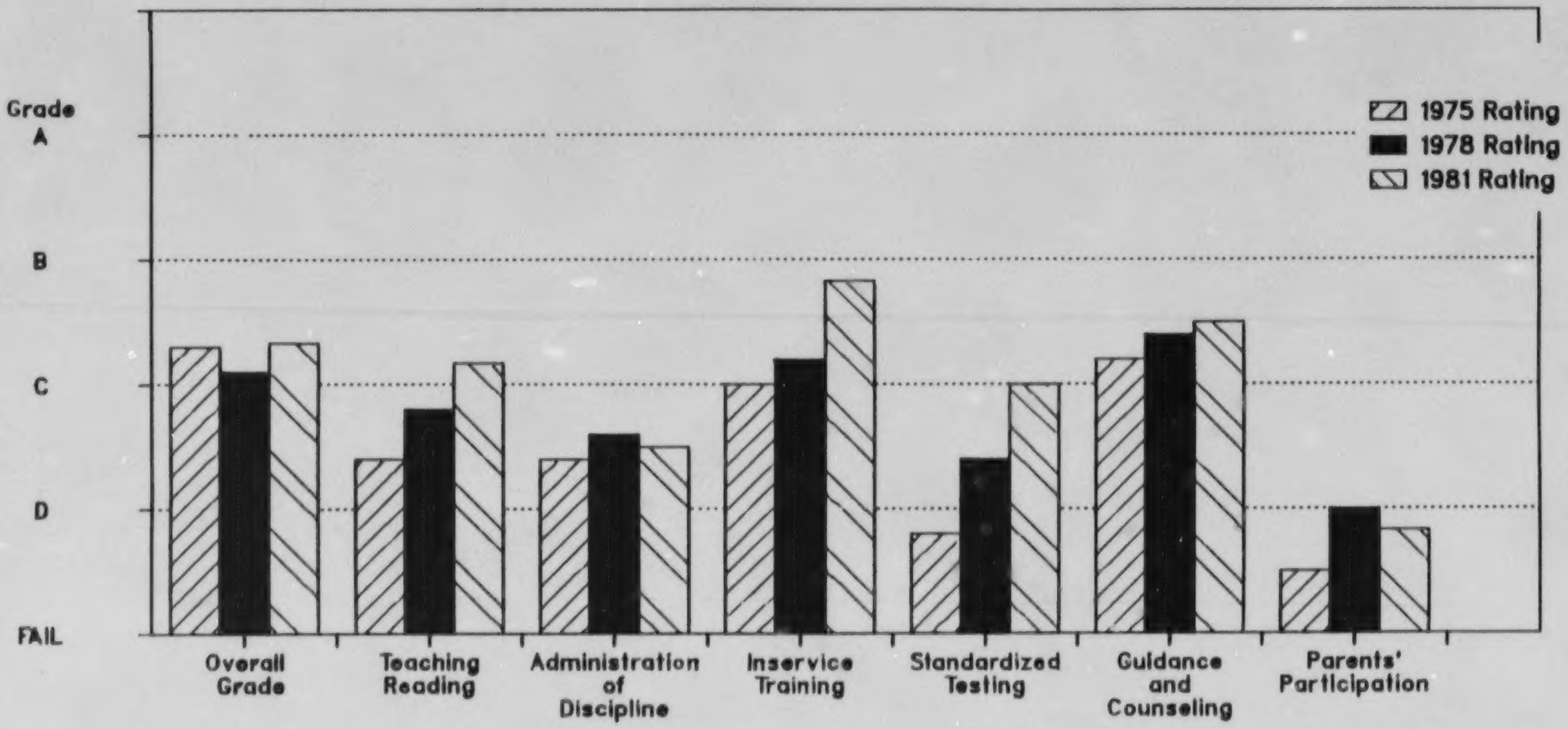
WESTERN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 19 (0) = (-) =	1.0	(+) = 13 (0) = (-) =	1.0	(+) = 11 (0) = 3 (-) = 5	.32
COUNSELING AND CAREER GUIDANCE	(+) = 34 (0) = (-) =	1.0	(+) = 27 (0) = 1 (-) = 2	.83	(+) = 32 (0) = 12 (-) = 9	.43
INSERVICE TRAINING	(+) = 26 (0) = (-) =	1.0	(+) = 14 (0) = (-) =	1.0	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 23 (0) = (-) =	1.0	(+) = 22 (0) = 7 (-) = 7	.42
SCHOOL-COMMUNITY RELATIONS	(+) = 44 (0) = 2 (-) =	.96	(+) = 36 (0) = 2 (-) = 7	.64	(+) = 11 (0) = 5 (-) = 8	.13
STUDENT CODE OF CONDUCT	(+) = 24 (0) = 3 (-) =	.89	(+) = 18 (0) = 1 (-) = 2	.76	(+) = 8 (0) = 3 (-) = 4	.27
READING AND COMMUNICATION SKILLS	(+) = 18 (0) = 12 (-) =	.60	(+) = 8 (0) = (-) = 7	.07	(+) = 7 (0) = 3 (-) = 5	.13
TESTING	(+) = 17 (0) = (-) =	1.0	(+) = 9 (0) = (-) = 3	.50	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.92
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.73
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.33

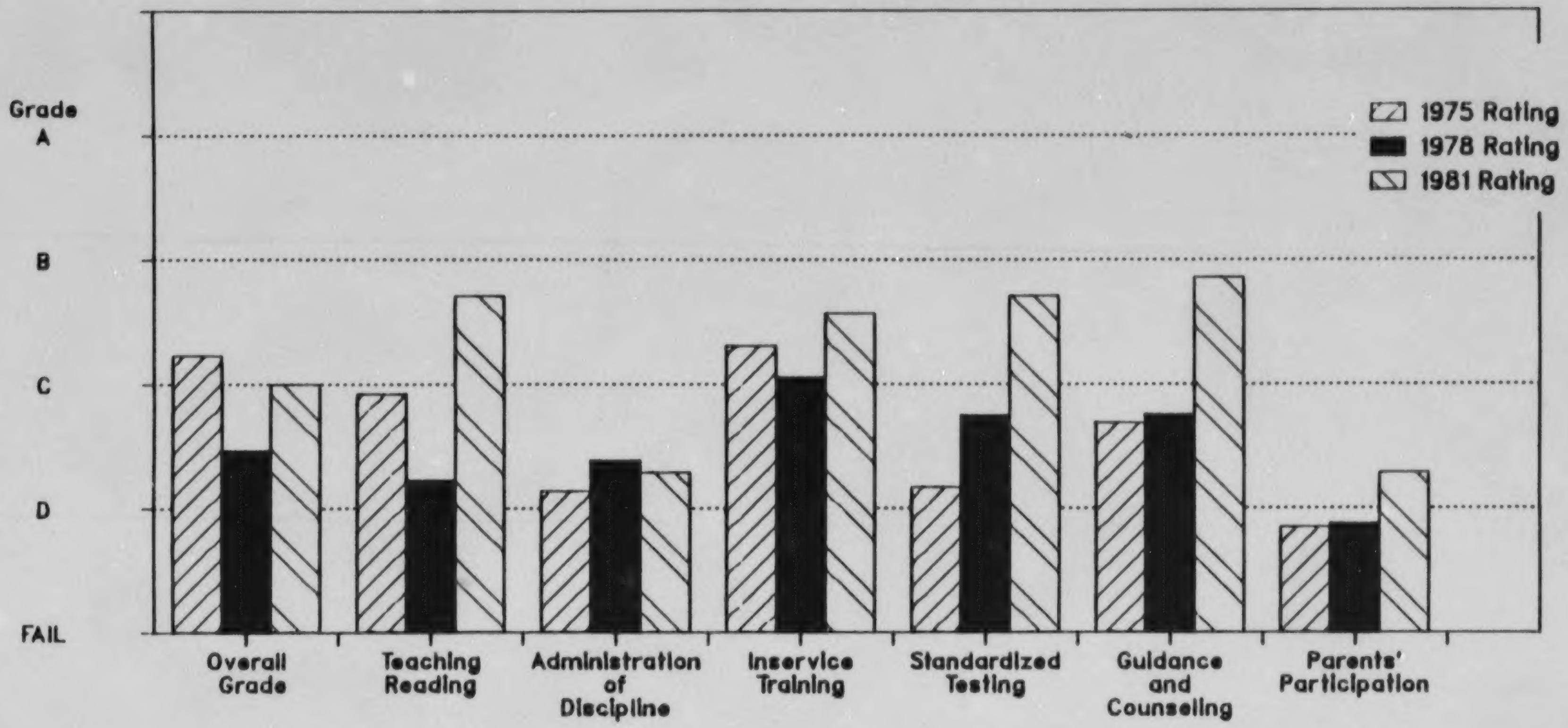
	-1.0	0	+1.0	
LEVEL I ⇦	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇨ LEVEL I
LEVEL II ⇦	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇨ LEVEL II
LEVEL III ⇦	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇨ LEVEL III

COUNSELOR RATINGS OF THE
DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
WESTERN HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
WESTERN HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

CODY HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

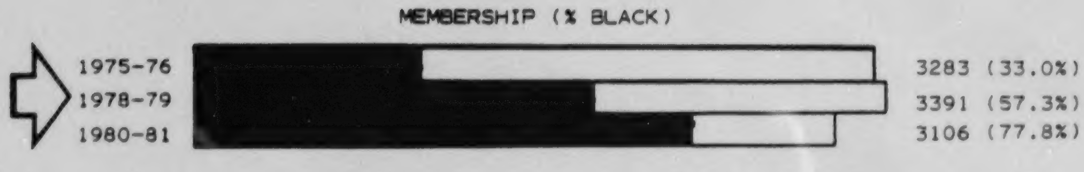
1975-81

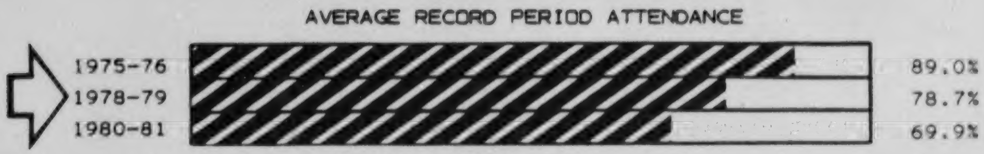
INDIVIDUAL SCHOOL PROFILE

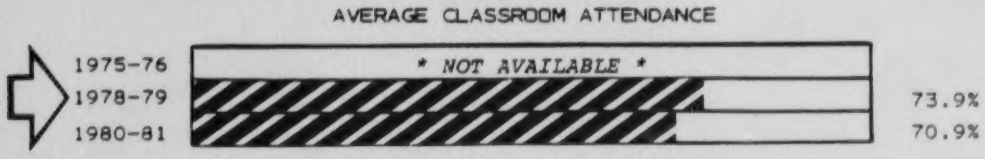
OF

CODY HIGH SCHOOL

School Characteristics*


MEMBERSHIP (% BLACK)


AVERAGE RECORD PERIOD ATTENDANCE


AVERAGE CLASSROOM ATTENDANCE

EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81
937	1481	191	255

1980-81

ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
19	87	1462	168

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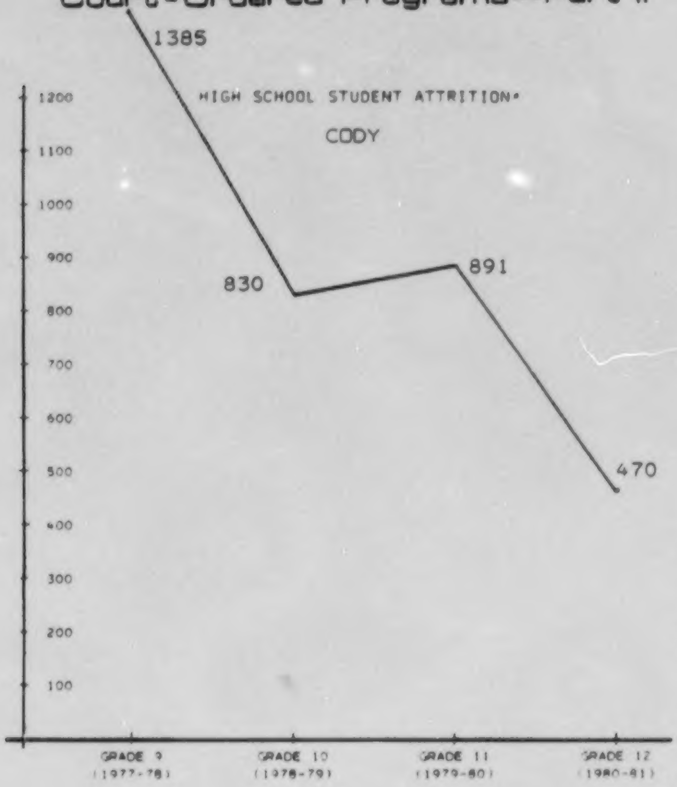
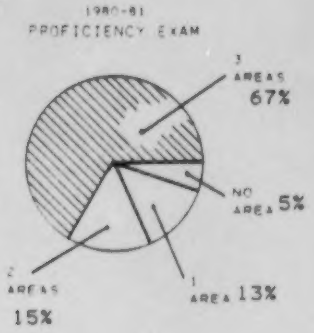
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

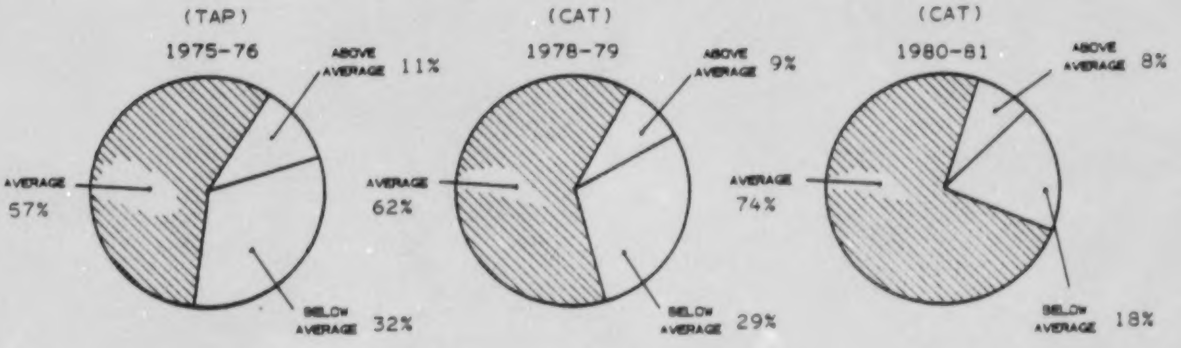
Assessment of Individual School's Delivery of Court-Ordered Programs--Part II



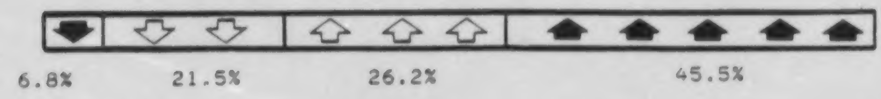


* See Section E below.

11TH GRADE READING ACHIEVEMENT 1975-1981



1980-81 GRADE 10 MEAP--READING*



CATEGORIES OF ACHIEVEMENT

*LEGEND 1 0-24% 2 25-49% 3 50-74% 4 75-100%

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

CODY HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 3 (0) = 1 (-) = 1	.40	(+) = 4 (0) = (-) = 1	.60	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 11 (0) = (-) = 4	.47	(+) = 8 (0) = 2 (-) = 5	.20	(+) = 3 (0) = (-) = 3	0.0
INSERVICE TRAINING	(+) = 11 (0) = (-) = 1	.83	(+) = 10 (0) = 2 (-) =	.83	(+) = (0) = (-) = 4	-1.0
VOCATIONAL EDUCATION	(+) = 6 (0) = (-) = 1	.71	(+) = 6 (0) = (-) = 1	.71	(+) = (0) = 6 (-) =	0.0
SCHOOL-COMMUNITY RELATIONS	(+) = 5 (0) = 2 (-) = 2	.33	(+) = 5 (0) = 2 (-) = 2	.33	(+) = 8 (0) = (-) = 2	.60
STUDENT CODE OF CONDUCT	(+) = 12 (0) = 4 (-) =	.75	(+) = 13 (0) = 2 (-) = 1	.75	(+) = 3 (0) = 3 (-) = 4	- .10
READING AND COMMUNICATION SKILLS	(+) = (0) = 3 (-) =	0.0	(+) = 3 (0) = (-) =	1.0	(+) = 4 (0) = (-) = 1	.60
TESTING	(+) = (0) = 5 (-) =	0.0	(+) = 4 (0) = 1 (-) =	.80	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.54
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.60
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF :

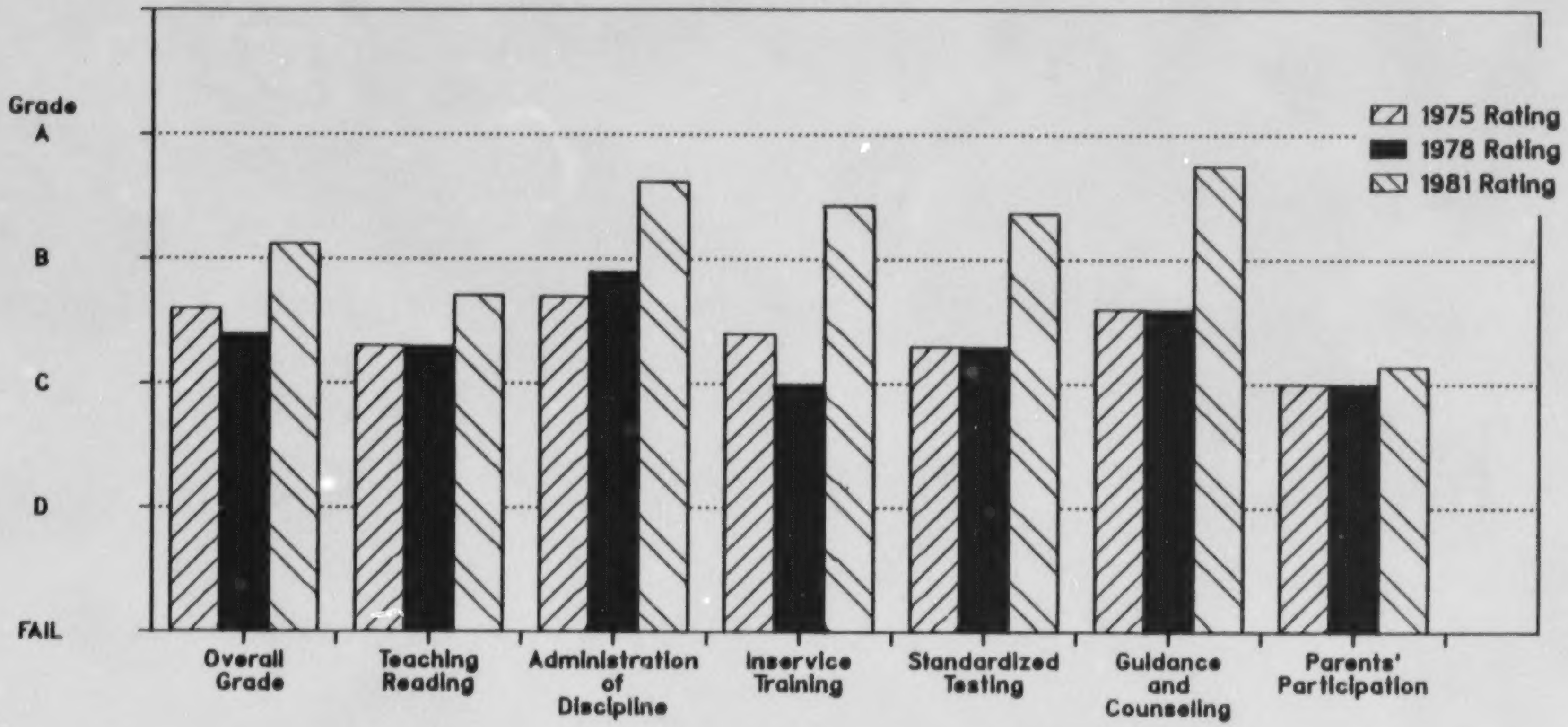
CODY HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 17 (0) = (-) =	1.0	(+) = 6 (0) = 4 (-) = 3	.23	(+) = 4 (0) = 10 (-) = 8	-.18
COUNSELING AND CAREER GUIDANCE	(+) = 34 (0) = (-) = 1	.94	(+) = 27 (0) = 2 (-) = 2	.81	(+) = 39 (0) = 9 (-) = 5	.64
INSERVICE TRAINING	(+) = 25 (0) = (-) =	1.0	(+) = 13 (0) = (-) = 1	.86	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 17 (0) = (-) = 1	.94	(+) = 17 (0) = (-) = 1	.89	(+) = 28 (0) = 4 (-) = 4	.67
SCHOOL-COMMUNITY RELATIONS	(+) = 47 (0) = 1 (-) =	.98	(+) = 29 (0) = 1 (-) = 15	.31	(+) = 13 (0) = 3 (-) = 8	.21
STUDENT CODE OF CONDUCT	(+) = 26 (0) = (-) =	1.0	(+) = 21 (0) = (-) = 1	.91	(+) = 7 (0) = 1 (-) = 7	0.0
READING AND COMMUNICATION SKILLS	(+) = 25 (0) = (-) =	1.0	(+) = 15 (0) = (-) =	1.0	(+) = 9 (0) = 4 (-) = 2	.47
TESTING	(+) = 15 (0) = (-) =	1.0	(+) = 13 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.98
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.69
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.40

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

COUNSELOR RATINGS OF THE
DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
CODY HIGH SCHOOL



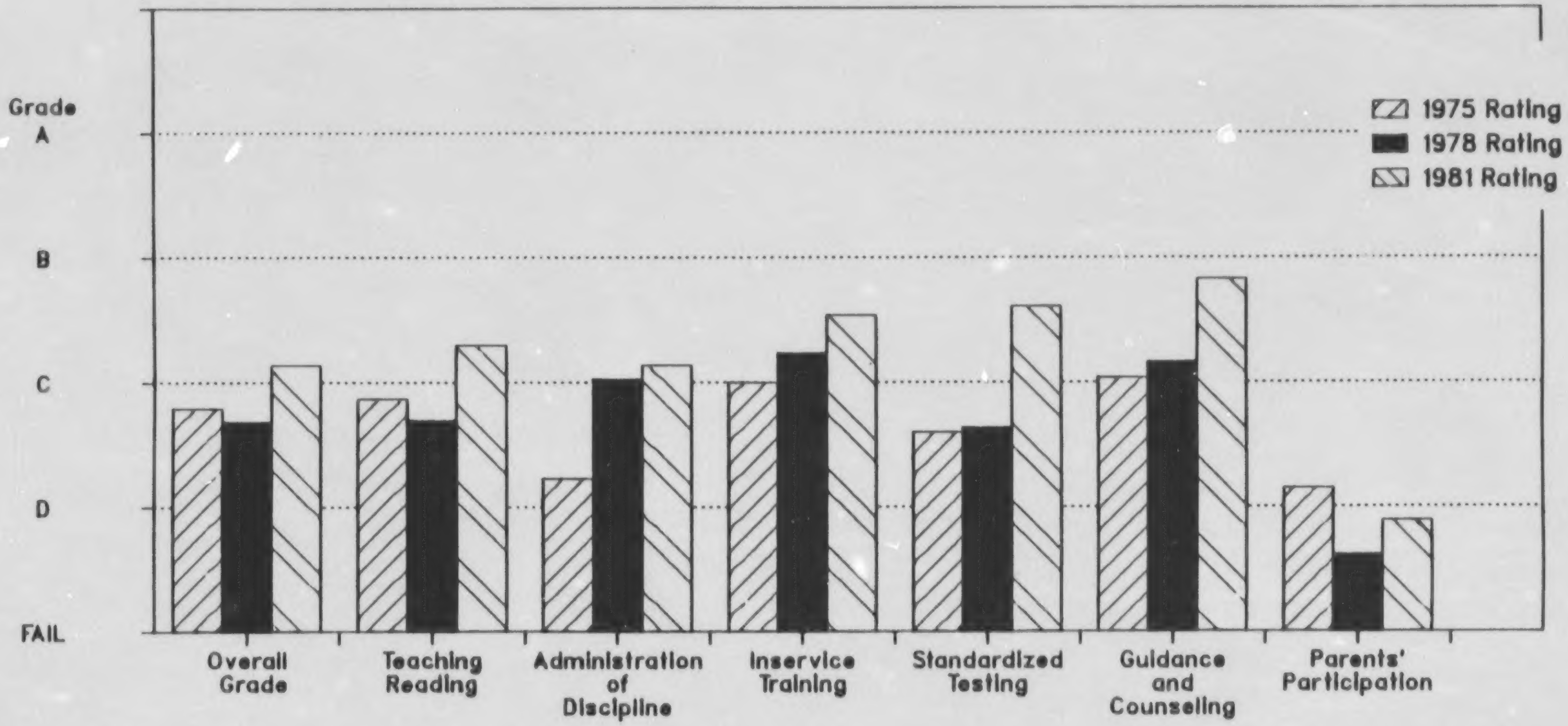
Assessment of Individual School's Delivery of
Court-Ordered Programs--Part II

C-64

5/82
U.S. DISTRICT COURT MONITORING COMMISSION
1981 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81

CODY HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs—Part II

MACKENZIE HIGH SCHOOL

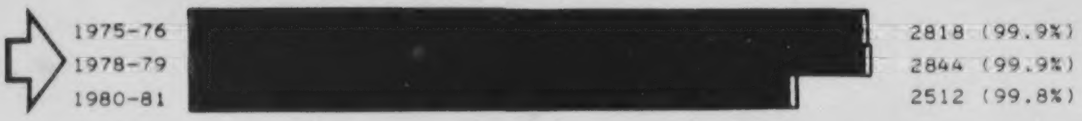
Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1975-81
INDIVIDUAL SCHOOL PROFILE
OF

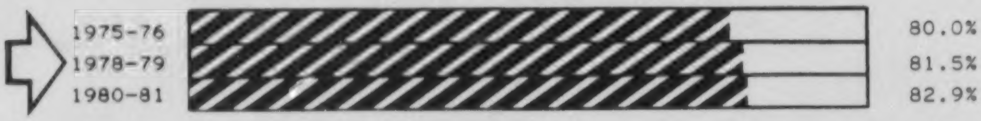
MACKENZIE HIGH SCHOOL

School Characteristics*

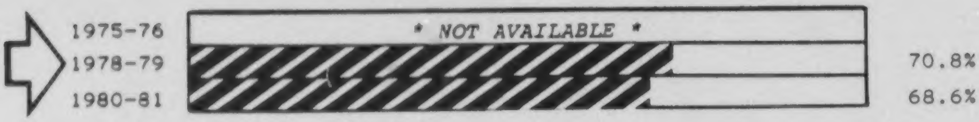
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81
674	568	84	194

1980-81

ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
96	114	472	80

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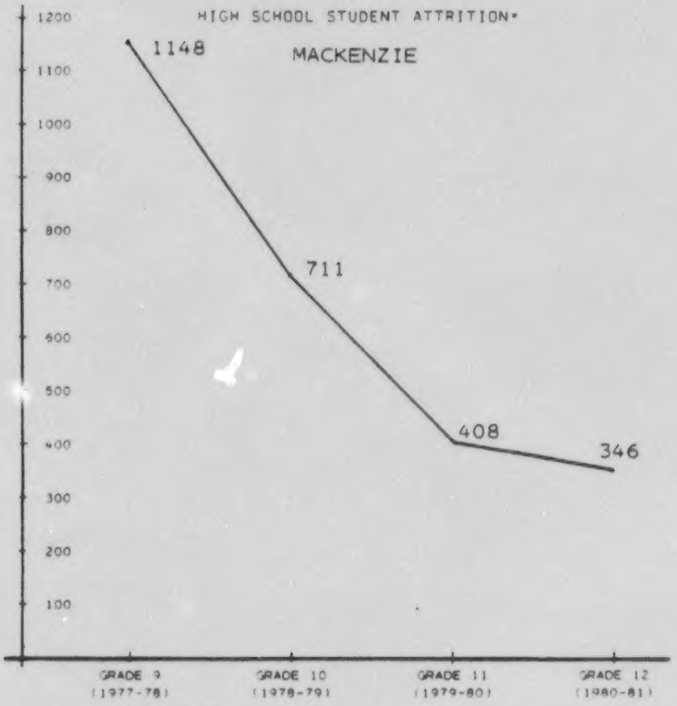
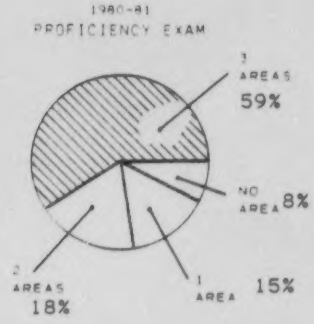
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

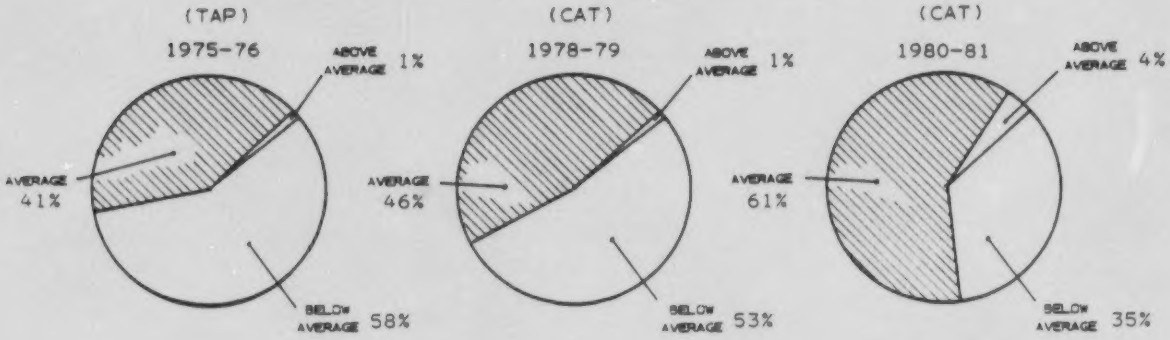
Assessment of Individual School's Delivery of Court-Ordered Programs--Part II



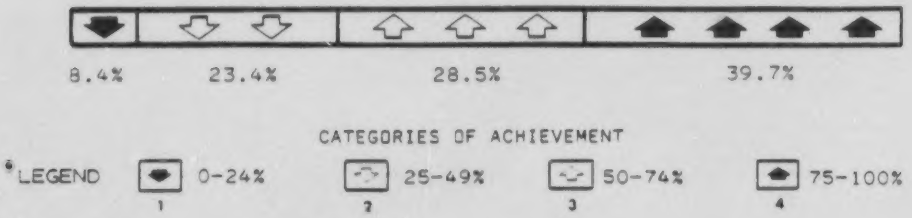


* See Section E below.

11TH GRADE READING ACHIEVEMENT 1975-1981



1980-81 GRADE 10 MEAP--READING*



Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

MACKENZIE HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 10 (0) = 3 (-) = 2	.53	(+) = 7 (0) = 4 (-) = 4	.20	(+) = 2 (0) = (-) = 4	- .33
INSERVICE TRAINING	(+) = 1 (0) = 9 (-) = 2	- .08	(+) = 9 (0) = (-) = 3	.50	(+) = (0) = 4 (-) =	0.0
VOCATIONAL EDUCATION	(+) = 5 (0) = 2 (-) =	.71	(+) = 4 (0) = 3 (-) =	.57	(+) = 3 (0) = (-) = 3	0.0
SCHOOL-COMMUNITY RELATIONS	(+) = 6 (0) = (-) = 3	.33	(+) = 8 (0) = 1 (-) =	.89	(+) = 5 (0) = (-) = 5	0.0
STUDENT CODE OF CONDUCT	(+) = 13 (0) = 1 (-) = 2	.69	(+) = 6 (0) = 1 (-) = 9	- .19	(+) = 2 (0) = 4 (-) = 4	- .20
READING AND COMMUNICATION SKILLS	(+) = (0) = 3 (-) =	0.0	(+) = 3 (0) = (-) =	1.0	(+) = 4 (0) = 1 (-) =	.80
TESTING	(+) = (0) = 5 (-) =	0.0	(+) = 5 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPUNSES TO CRITERIA-BASED ASSESSMENT.	.35
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.35
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

		-1.0	0	+1.0	
LEVEL I	⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II	⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III	⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

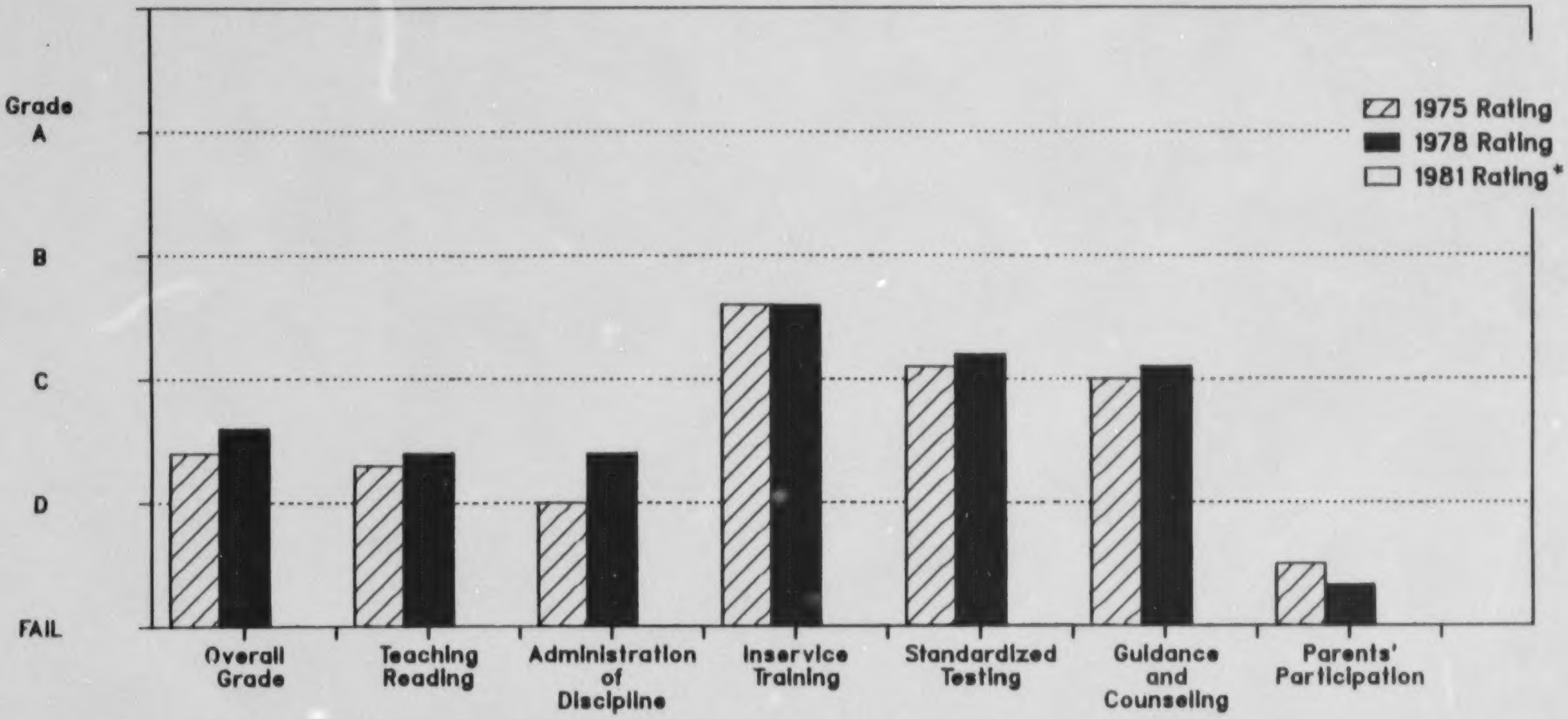
MACKENZIE HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 1 (0) = 18 (-) = 2	-.05	(+) = (0) = 10 (-) = 2	-.17	(+) = (0) = 24 (-) =	0.0
COUNSELING AND CAREER GUIDANCE	(+) = 34 (0) = (-) = 1	.94	(+) = 25 (0) = 2 (-) = 4	.68	(+) = 33 (0) = 9 (-) = 11	.42
INSERVICE TRAINING	(+) = 33 (0) = (-) =	1.0	(+) = 13 (0) = (-) = 3	.63	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 21 (0) = 2 (-) =	.92	(+) = 16 (0) = 3 (-) = 4	.52	(+) = 13 (0) = 8 (-) = 15	-.06
SCHOOL-COMMUNITY RELATIONS	(+) = 42 (0) = 6 (-) =	.88	(+) = 26 (0) = 9 (-) = 12	.30	(+) = 12 (0) = 4 (-) = 8	.17
STUDENT CODE OF CONDUCT	(+) = 25 (0) = 1 (-) =	.96	(+) = 19 (0) = 1 (-) = 1	.86	(+) = 7 (0) = 2 (-) = 6	.06
READING AND COMMUNICATION SKILLS	(+) = 27 (0) = (-) =	1.0	(+) = 13 (0) = (-) = 2	.73	(+) = 10 (0) = 1 (-) = 4	.40
TESTING	(+) = 16 (0) = (-) =	1.0	(+) = 12 (0) = (-) = 1	.85	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.86
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.53
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.19

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
MACKENZIE HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

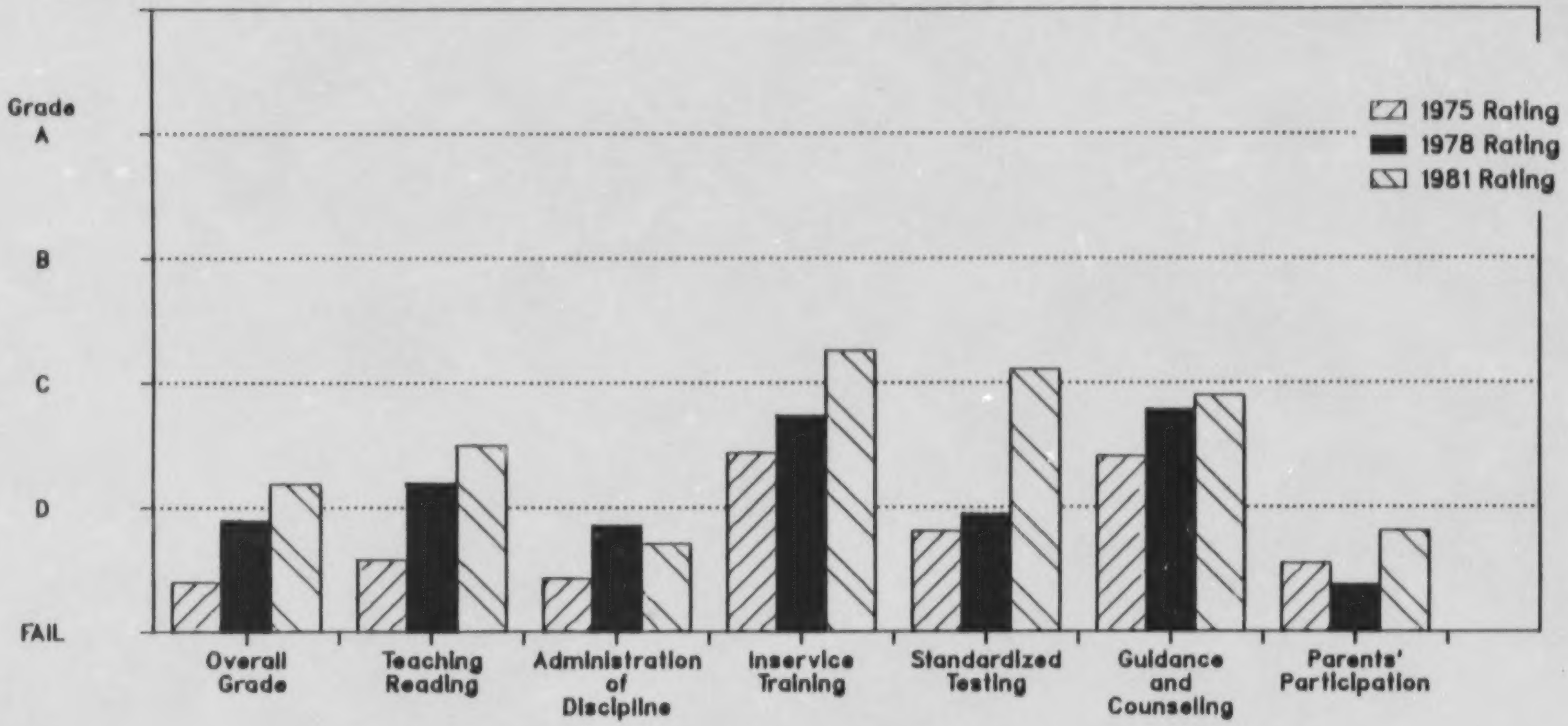
*1981 DATA MISSING.

C-72

5/82
U.S. DISTRICT COURT MONITORING COMMISSION
1981 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81

MACKENZIE HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

C-73

5/82
U.S. DISTRICT COURT MONITORING COMMISSION
1981 DETROIT HIGH SCHOOL PROFILES

COOLEY HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1975-81

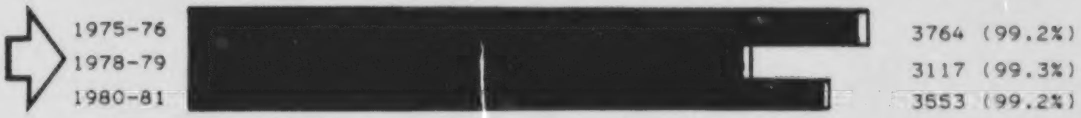
INDIVIDUAL SCHOOL PROFILE

OF

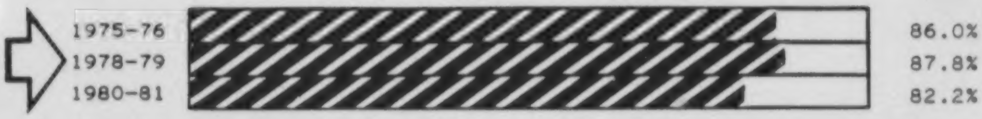
COOLEY HIGH SCHOOL

School Characteristics*

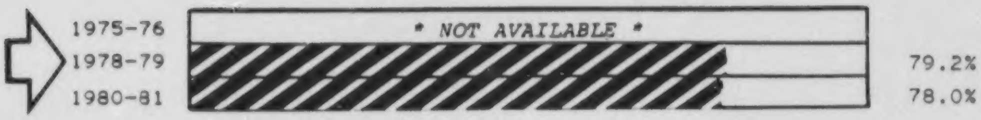
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81
179	1284	149	269

1980-81

ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
42	150	1242	119

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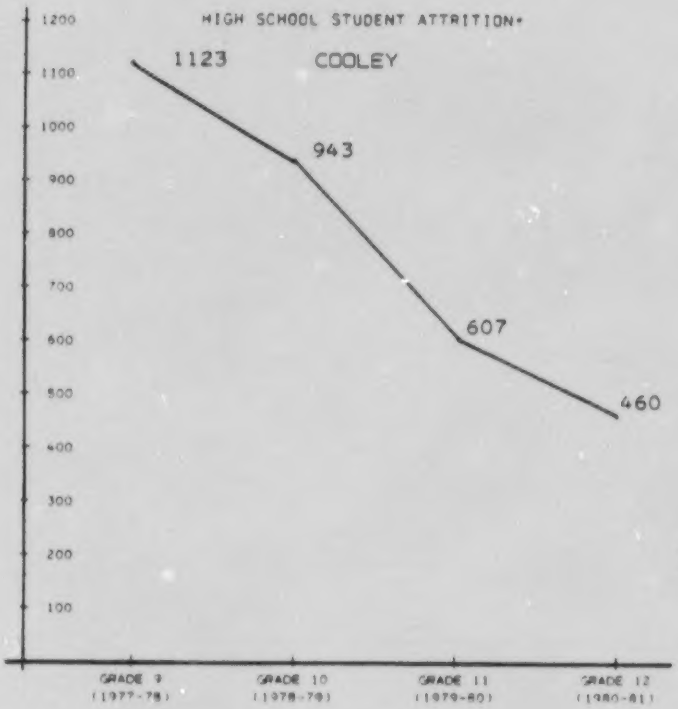
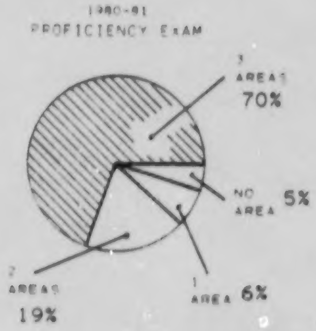
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

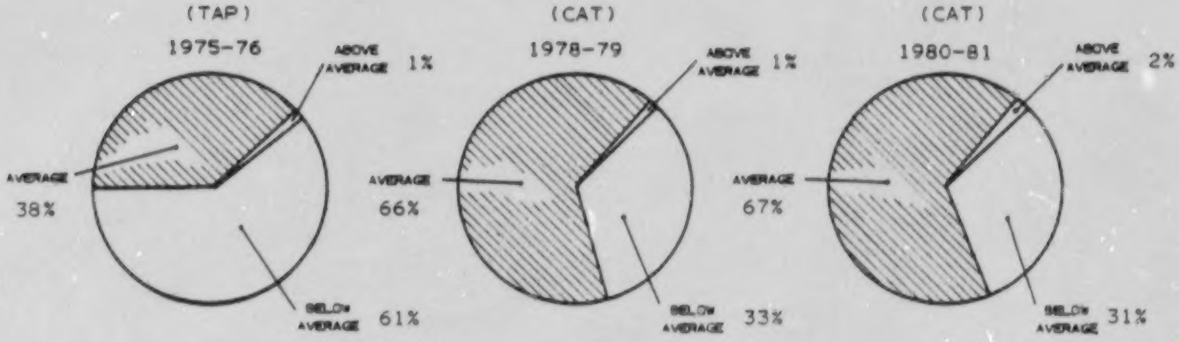
Assessment of Individual School's Delivery of Court-Ordered Programs—Part II



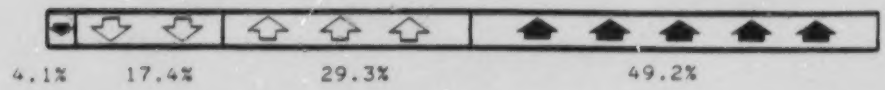


* See section E below.

11TH GRADE READING ACHIEVEMENT 1975-1981



1980-81 GRADE 10 MEAP--READING *



CATEGORIES OF ACHIEVEMENT

*LEGEND 1 0-24% 2 25-49% 3 50-74% 4 75-100%

U.S. DISTRICT COURT MONITORING COMMISSION

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

COOLEY HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 2 (0) = 1 (-) = 2	0.0	(+) = 2 (0) = 2 (-) = 1	.20	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 9 (0) = 3 (-) = 3	.40	(+) = 8 (0) = 2 (-) = 5	.20	(+) = 6 (0) = (-) =	1.0
INSERVICE TRAINING	(+) = 10 (0) = 1 (-) = 1	.75	(+) = 10 (0) = 1 (-) = 1	.75	(+) = 2 (0) = (-) =	0.0
VOCATIONAL EDUCATION	(+) = 6 (0) = (-) = 1	.71	(+) = 5 (0) = 1 (-) = 1	.51	(+) = (0) = 6 (-) =	0.0
SCHOOL-COMMUNITY RELATIONS	(+) = 6 (0) = (-) = 3	.33	(+) = 6 (0) = 1 (-) = 2	.44	(+) = 6 (0) = (-) = 4	.20
STUDENT CODE OF CONDUCT	(+) = 14 (0) = 2 (-) =	.88	(+) = 14 (0) = 1 (-) =	.81	(+) = 9 (0) = 1 (-) =	.90
READING AND COMMUNICATION SKILLS	(+) = 2 (0) = 1 (-) =	.67	(+) = 2 (0) = 1 (-) =	.67	(+) = 5 (0) = (-) =	1.0
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 5 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT ⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.61
INDEX II. ASSESSMENT ⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.57
INDEX III. ASSESSMENT ⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

COOLEY HIGH SCHOOL

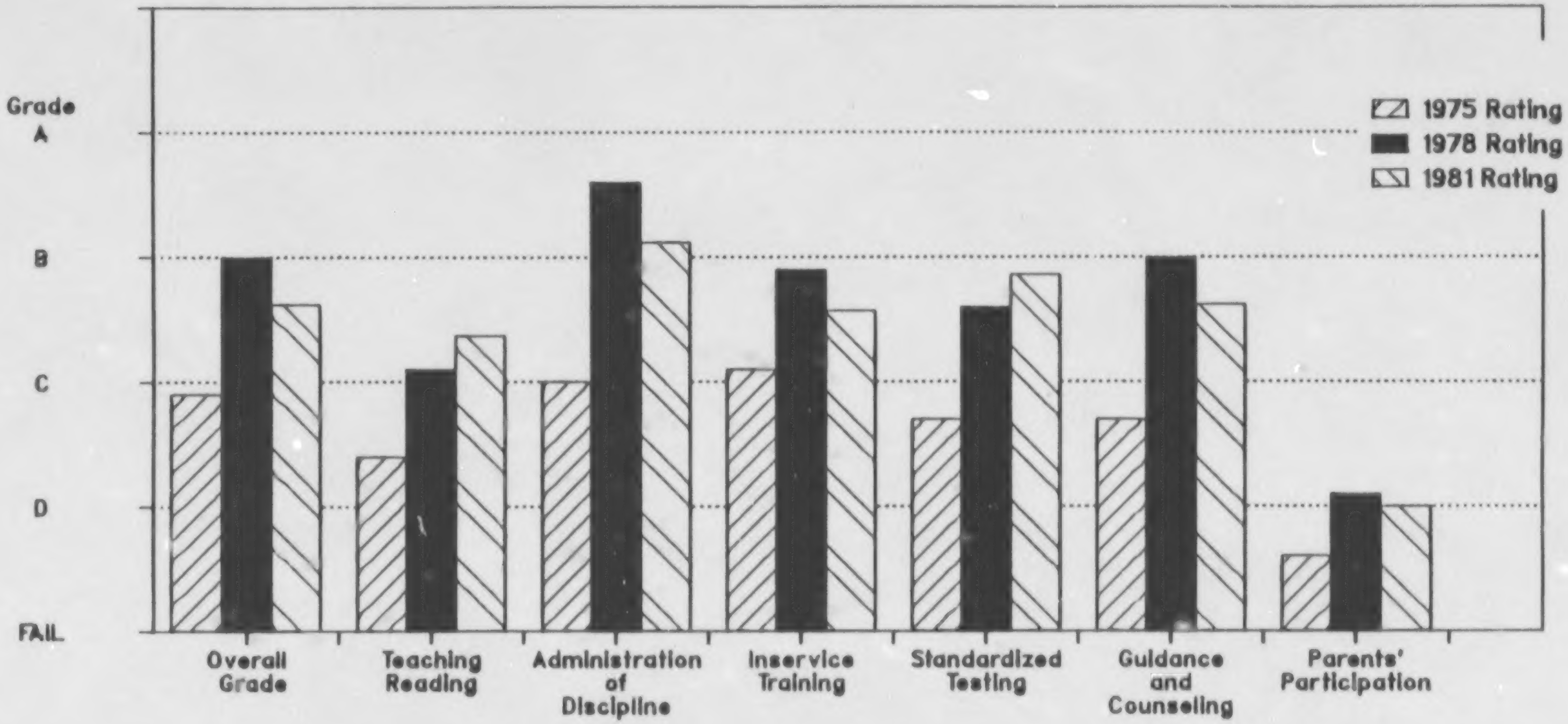
COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 14 (0) = (-) =	1.0	(+) = 4 (0) = 5 (-) = 2	.18	(+) = 2 (0) = 11 (-) = 7	-.25
COUNSELING AND CAREER GUIDANCE	(+) = (0) = (-) =	Missing data	(+) = (0) = (-) =	Missing data	(+) = 26 (0) = 17 (-) = 10	.30
INSERVICE TRAINING	(+) = 24 (0) = (-) =	1.0	(+) = 14 (0) = (-) =	1.0	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 20 (0) = 3 (-) =	.87	(+) = 18 (0) = 3 (-) = 2	.70	(+) = 24 (0) = 5 (-) = 7	.47
SCHOOL-COMMUNITY RELATIONS	(+) = 43 (0) = 1 (-) =	.98	(+) = 25 (0) = 3 (-) = 15	.23	(+) = 10 (0) = 4 (-) = 10	0.0
STUDENT CODE OF CONDUCT	(+) = (0) = (-) =	Missing data	(+) = (0) = (-) =	Missing data	(+) = 8 (0) = 2 (-) = 5	.20
READING AND COMMUNICATION SKILLS	(+) = 25 (0) = (-) =	1.0	(+) = 14 (0) = (-) = 1	.87	(+) = 7 (0) = 4 (-) = 4	.20
TESTING	(+) = 14 (0) = 1 (-) =	.93	(+) = 12 (0) = (-) = 1	.85	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.97
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.55
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.21

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81

COOLEY HIGH SCHOOL

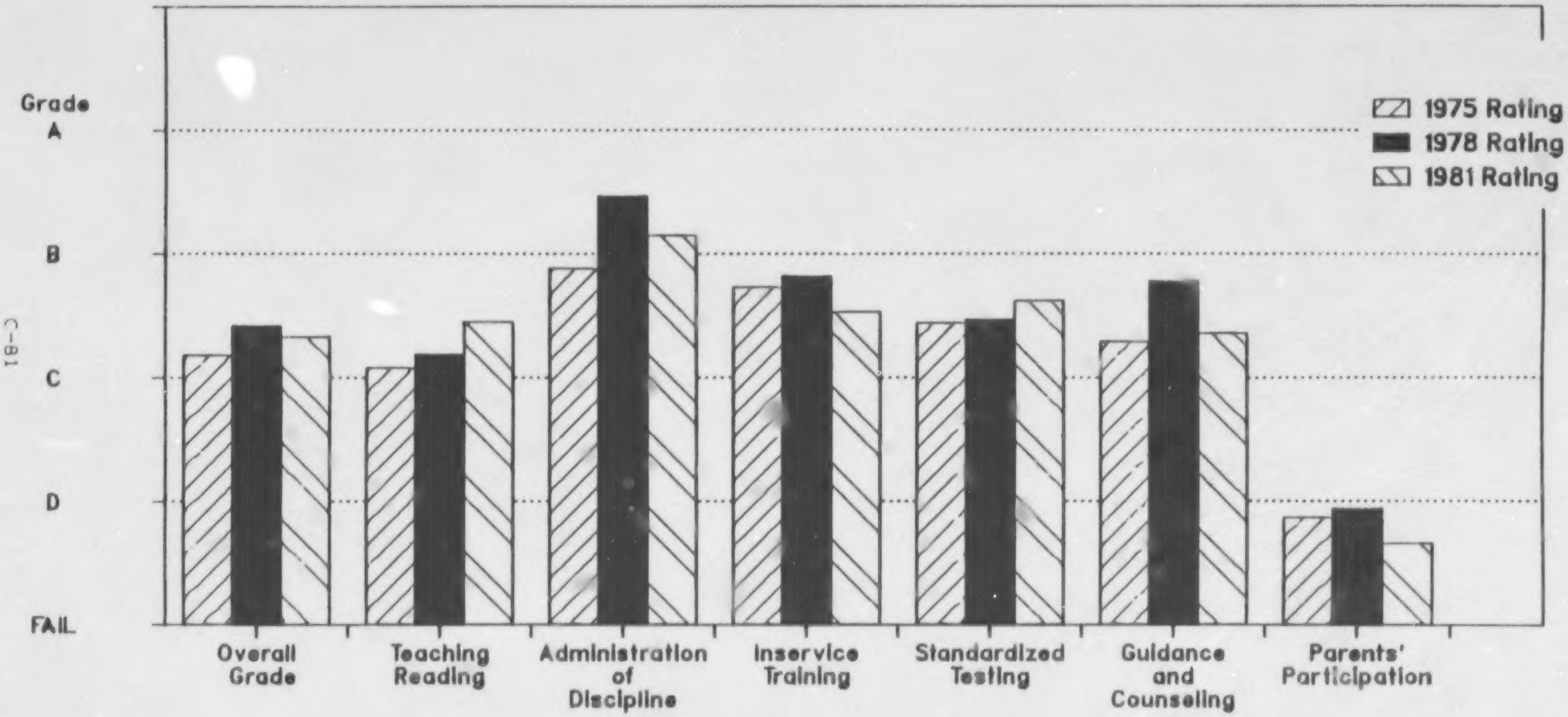


Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

C-80

5/82
U.S. DISTRICT COURT MONITORING COMMISSION
1981 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE
DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
COOLEY HIGH SCHOOL



Assessment of Individual School's Delivery of
Court-Ordered Programs--Part II

C-81

5/82
U.S. DISTRICT COURT MONITORING COMMISSION
1981 DETROIT HIGH SCHOOL PROFILES

HENRY FORD HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1975-81

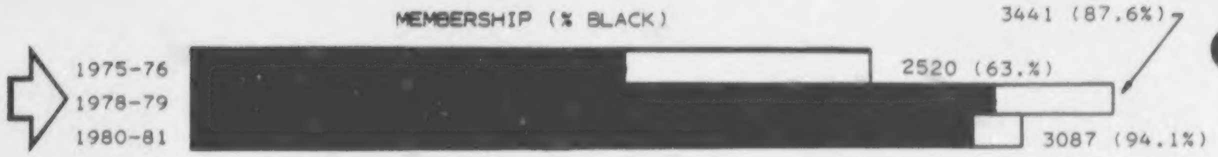
INDIVIDUAL SCHOOL PROFILE

OF

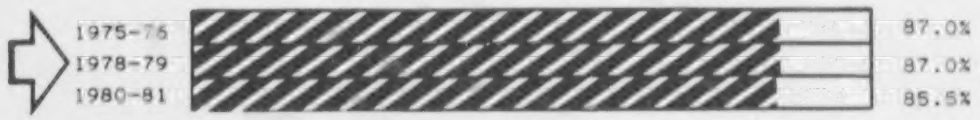
HENRY FORD HIGH SCHOOL

School Characteristics*

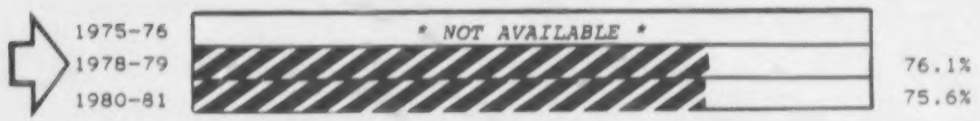
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81
719	3204	77	178

1980-81

ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
22	37	3182	141

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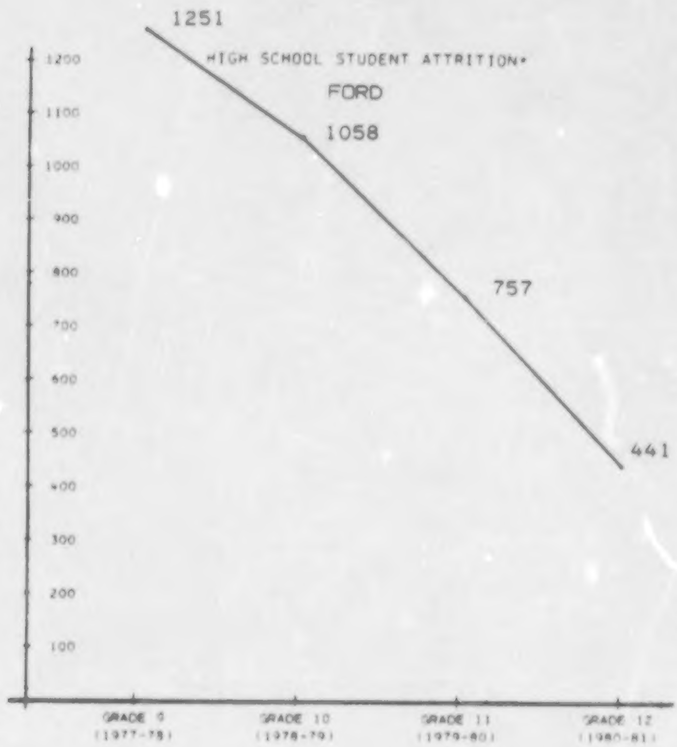
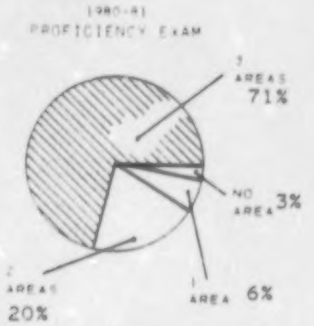
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

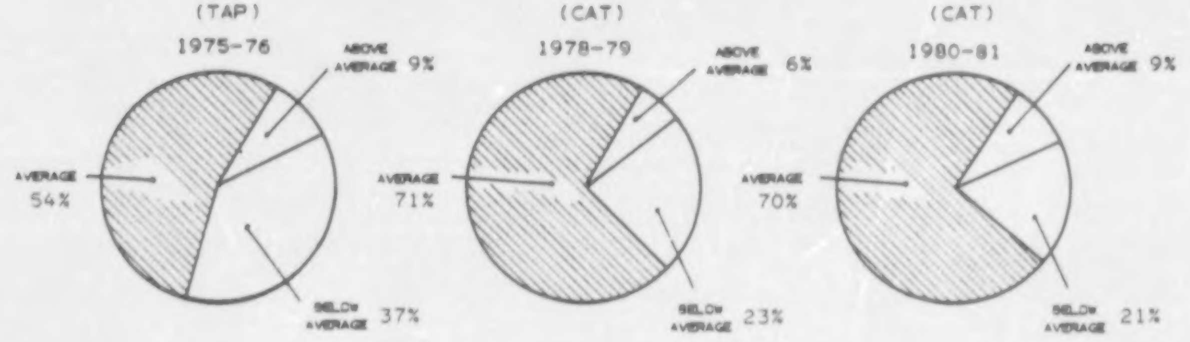
Assessment of Individual School's Delivery of Court-Ordered Programs--Part II



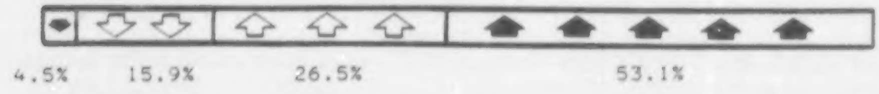


* See Section E below.

11TH GRADE READING ACHIEVEMENT 1975-1981



1980-81 GRADE 10 MEAP--READING*



CATEGORIES OF ACHIEVEMENT

*LEGEND ● 0-24% 1 ⇧ 25-49% 2 ⇩ 50-74% 3 ▲ 75-100% 4

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

HENRY FORD HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 1 (0) = 2 (-) = 1	0.0	(+) = 1 (0) = 1 (-) = 2	- .25	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 11 (0) = (-) = 4	.47	(+) = 6 (0) = 4 (-) = 5	.07	(+) = 5 (0) = (-) = 1	.67
INSERVICE TRAINING	(+) = 11 (0) = 1 (-) =	.92	(+) = 8 (0) = 2 (-) = 2	.50	(+) = (0) = 4 (-) =	0.0
VOCATIONAL EDUCATION	(+) = 6 (0) = 1 (-) =	.86	(+) = 4 (0) = 1 (-) = 2	.29	(+) = (0) = 6 (-) =	0.0
SCHOOL-COMMUNITY RELATIONS	(+) = 6 (0) = 1 (-) = 2	.44	(+) = 6 (0) = 2 (-) = 1	.56	(+) = 5 (0) = (-) = 5	0.0
STUDENT CODE OF CONDUCT	(+) = 13 (0) = 2 (-) = 1	.75	(+) = 13 (0) = 2 (-) = 1	.75	(+) = 5 (0) = 4 (-) = 1	.40
READING AND COMMUNICATION SKILLS	(+) = 2 (0) = 1 (-) =	.67	(+) = 2 (0) = 1 (-) =	.67	(+) = 3 (0) = 1 (-) = 1	.40
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 4 (0) = 1 (-) =	.80	(+) = (0) = (-) =	

INDEX I. ASSESSMENT ⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.66
INDEX II. ASSESSMENT ⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.44
INDEX III. ASSESSMENT ⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇦	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇨ LEVEL I
LEVEL II ⇦	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇨ LEVEL II
LEVEL III ⇦	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇨ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF :

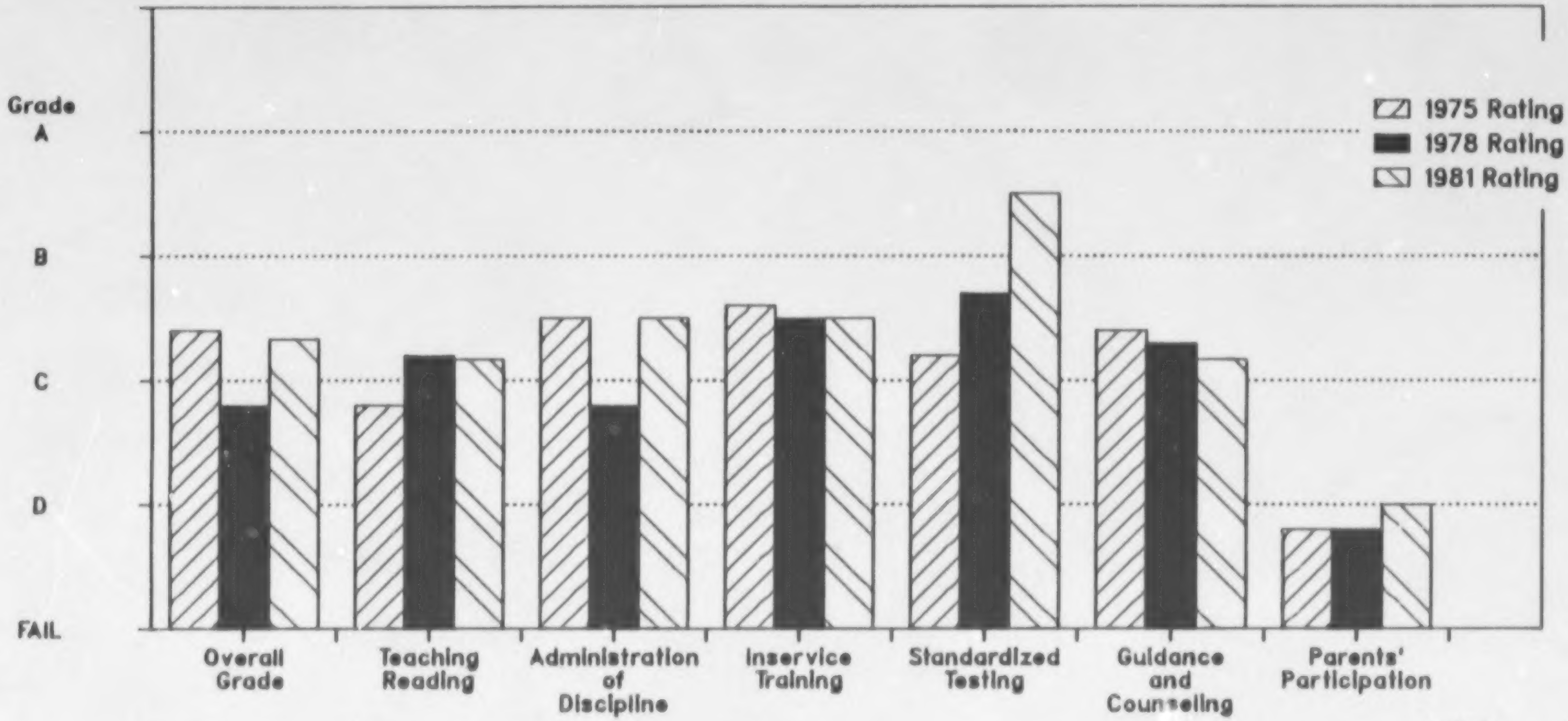
HENRY FORD HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = 21 (-) =	0.0	(+) = (0) = 13 (-) =	0.0	(+) = (0) = 24 (-) =	0.0
COUNSELING AND CAREER GUIDANCE	(+) = 35 (0) = (-) =	1.0	(+) = 27 (0) = (-) = 4	.74	(+) = 33 (0) = 11 (-) = 9	.45
INSERVICE TRAINING	(+) = (0) = 33 (-) =	0.0	(+) = (0) = 16 (-) =	0.0	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = (0) = 23 (-) =	0.0	(+) = (0) = 23 (-) =	0.0	(+) = 16 (0) = 4 (-) = 10	.20
SCHOOL-COMMUNITY RELATIONS	(+) = 47 (0) = (-) =	1.0	(+) = 36 (0) = 1 (-) = 8	.62	(+) = 7 (0) = 15 (-) = 2	.21
STUDENT CODE OF CONDUCT	(+) = 26 (0) = (-) =	1.0	(+) = 16 (0) = (-) =	1.0	(+) = 6 (0) = 3 (-) = 6	0.0
READING AND COMMUNICATION SKILLS	(+) = 23 (0) = 1 (-) = 1	.88	(+) = 14 (0) = (-) = 1	.87	(+) = 8 (0) = 5 (-) = 2	.40
TESTING	(+) = 15 (0) = (-) =	1.0	(+) = 13 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.76
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.54
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.25

	-1.0	0	+1.0	
LEVEL I ⇕	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇕ LEVEL I
LEVEL II ⇕	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇕ LEVEL II
LEVEL III ⇕	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇕ LEVEL III

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
HENRY FORD HIGH SCHOOL



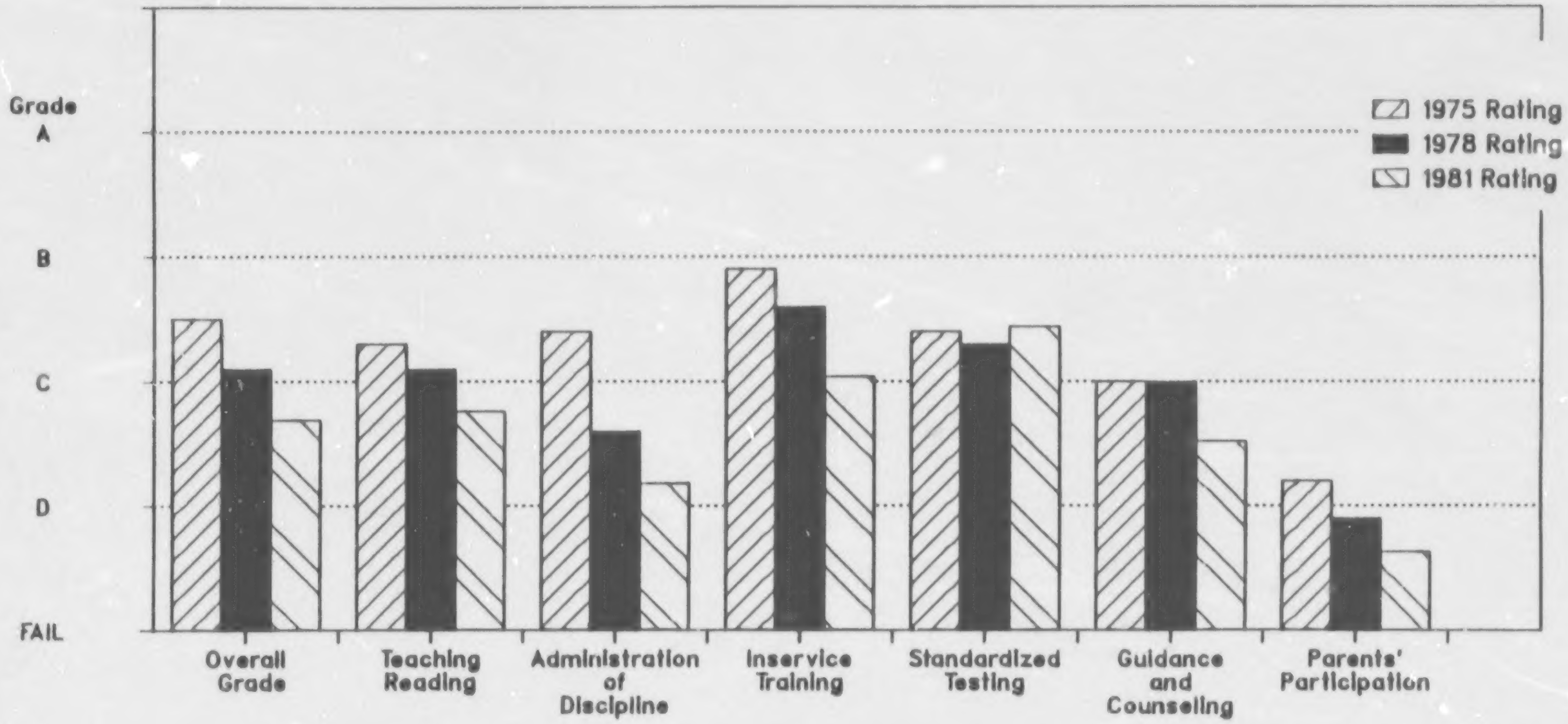
171

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

173

5/82
U.S. DISTRICT COURT MONITORING COMMISSION
1981 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
HENRY FORD HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs---Part II

C-89

REDFORD HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1975-81

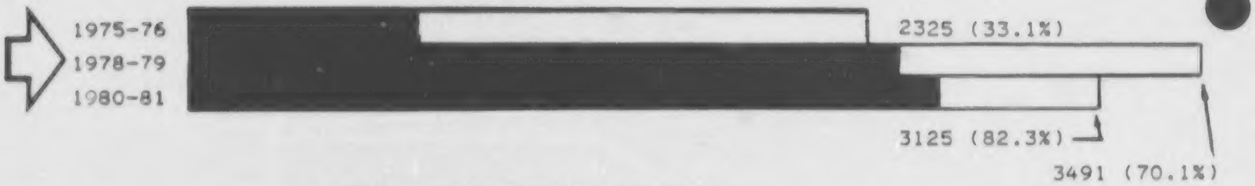
INDIVIDUAL SCHOOL PROFILE

OF

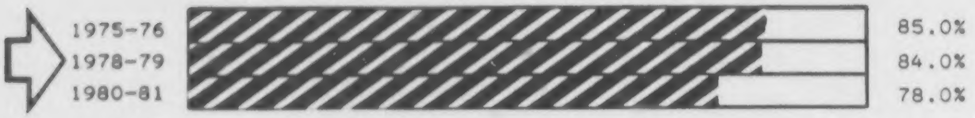
REDFORD HIGH SCHOOL

School Characteristics*

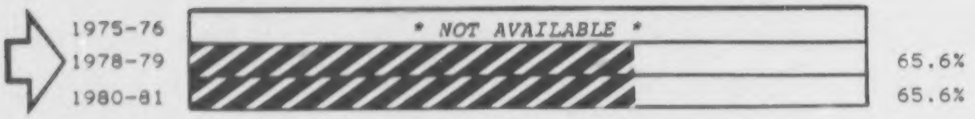
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81
732	1887	122	198

1980-81

ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
129	68	1758	130

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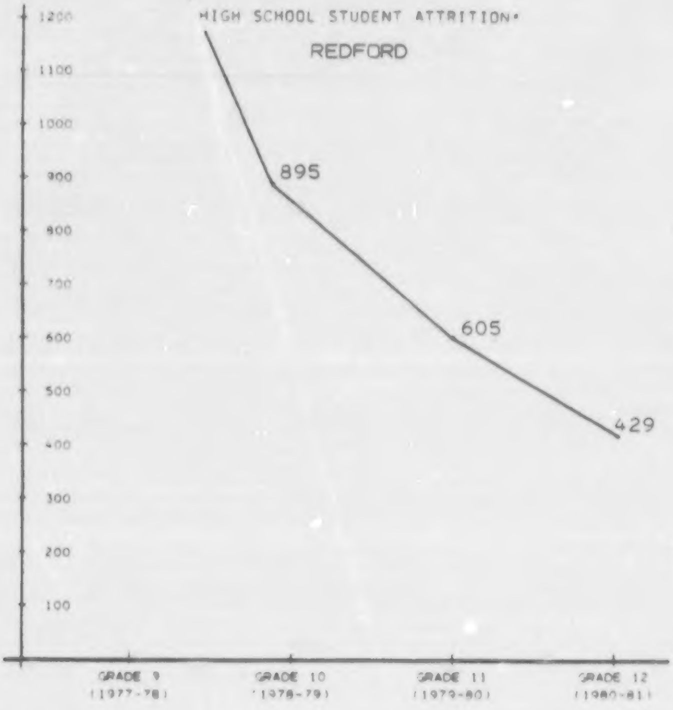
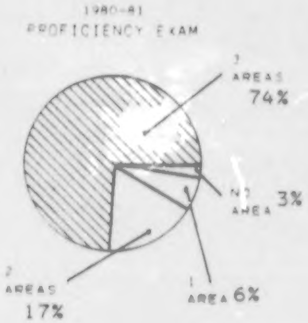
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

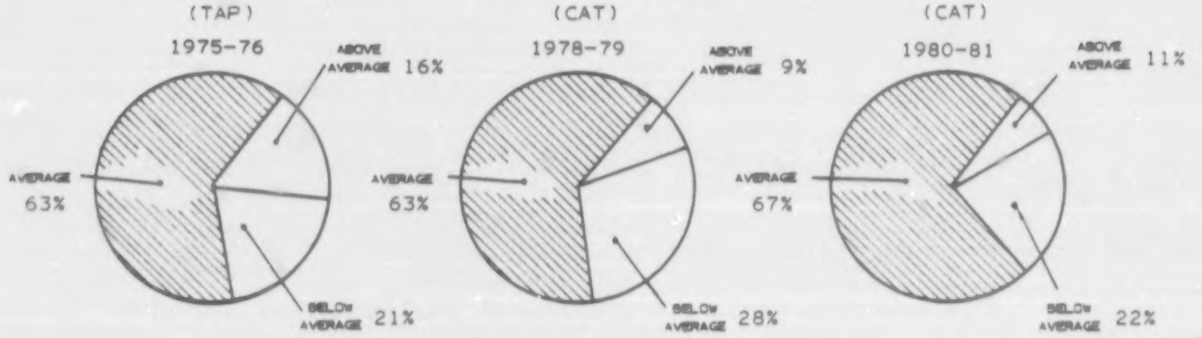
Assessment of Individual School's Delivery of Court-Ordered Programs—Part II



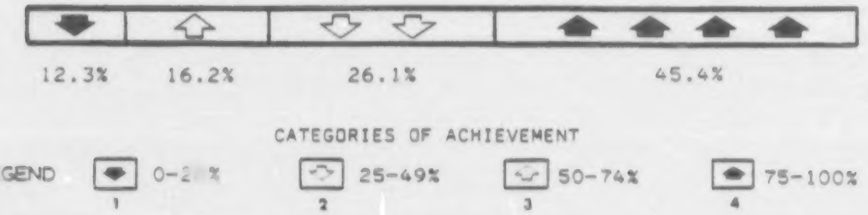


* See Section E below.

11TH GRADE READING ACHIEVEMENT 1975-1981



1980-81 GRADE 10 MEAP--READING*



Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF

REDFORD HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) = 2	-1.0	(+) = 1 (0) = (-) = 1	0.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 12 (0) = 1 (-) = 2	.67	(+) = 9 (0) = 4 (-) = 2	.47	(+) = 6 (0) = (-) =	1.0
INSERVICE TRAINING	(+) = 12 (0) = (-) =	1.0	(+) = 12 (0) = (-) =	1.0	(+) = 4 (0) = (-) =	1.0
VOCATIONAL EDUCATION	(+) = 6 (0) = (-) = 1	.71	(+) = 4 (0) = 2 (-) = 1	.43	(+) = 3 (0) = (-) = 3	0.0
SCHOOL-COMMUNITY RELATIONS	(+) = 8 (0) = (-) = 1	.78	(+) = 8 (0) = 1 (-) =	.89	(+) = 9 (0) = (-) = 1	.80
STUDENT CODE OF CONDUCT	(+) = 14 (0) = 2 (-) =	.88	(+) = 14 (0) = 1 (-) =	.81	(+) = 5 (0) = (-) =	0.0
READING AND COMMUNICATION SKILLS	(+) = 1 (0) = 2 (-) =	.33	(+) = 2 (0) = 1 (-) =	.67	(+) = 4 (0) = (-) = 1	.60
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 5 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.75
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.72
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

		-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND		EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE			ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA			MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

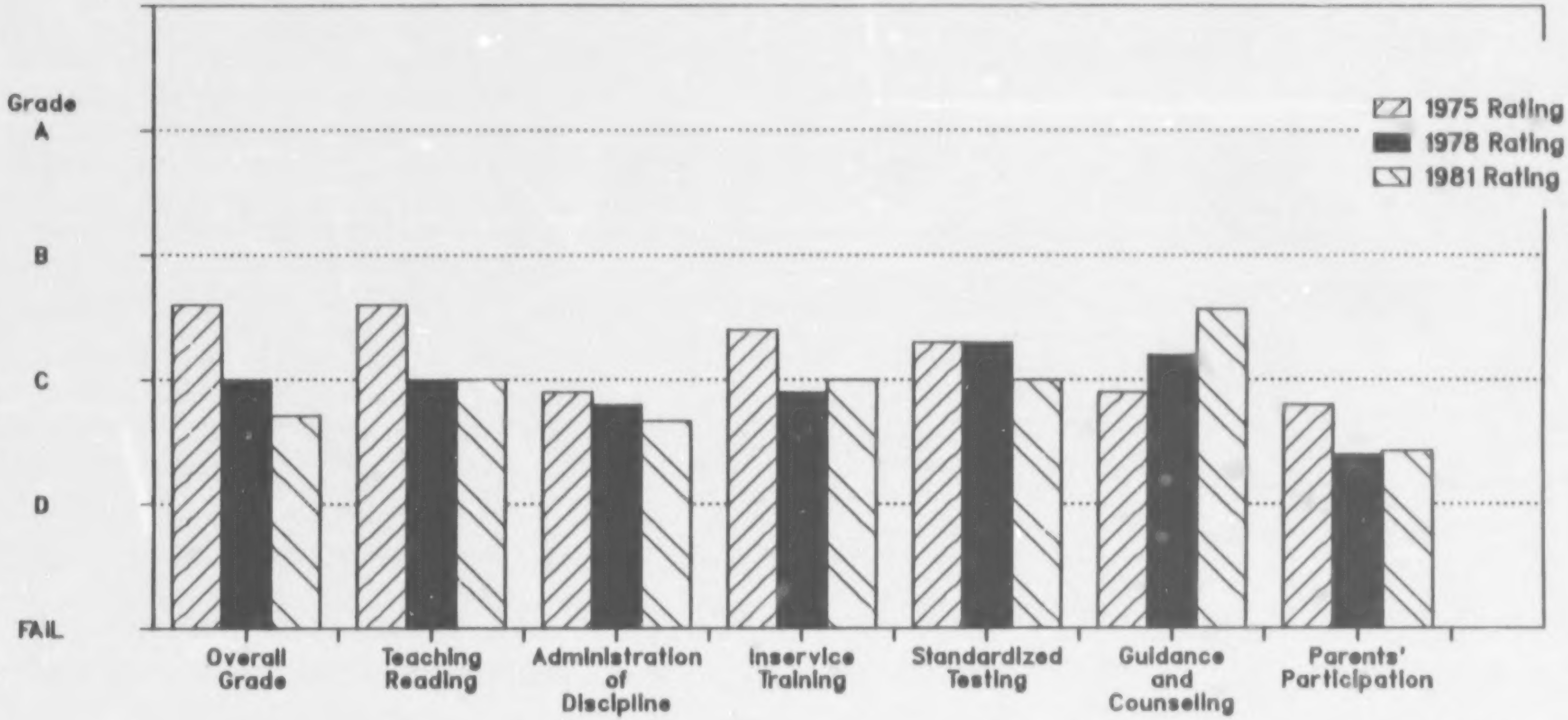
REDFORD HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 2 (0) = 19 (-) =	.10	(+) = 2 (0) = 11 (-) =	.15	(+) = (0) = 24 (-) =	0.0
COUNSELING AND CAREER GUIDANCE	(+) = 30 (0) = (-) = 1	.94	(+) = 25 (0) = (-) = 3	.79	(+) = 25 (0) = 16 (-) = 12	.25
INSERVICE TRAINING	(+) = 26 (0) = 1 (-) =	.96	(+) = 10 (0) = 7 (-) =	.59	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 18 (0) = (-) = 5	.57	(+) = 22 (0) = 8 (-) = 6	.44
SCHOOL-COMMUNITY RELATIONS	(+) = 41 (0) = 4 (-) =	.91	(+) = 33 (0) = 4 (-) = 6	.63	(+) = 15 (0) = 3 (-) = 6	.38
STUDENT CODE OF CONDUCT	(+) = 25 (0) = 2 (-) =	.93	(+) = 19 (0) = 2 (-) =	.90	(+) = 5 (0) = 2 (-) = 8	-.20
READING AND COMMUNICATION SKILLS	(+) = 25 (0) = (-) =	1.0	(+) = 14 (0) = (-) = 1	.87	(+) = 12 (0) = 1 (-) = 2	.67
TESTING	(+) = 15 (0) = (-) =	1.0	(+) = 6 (0) = (-) = 7	-.08	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.87
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.61
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.27

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

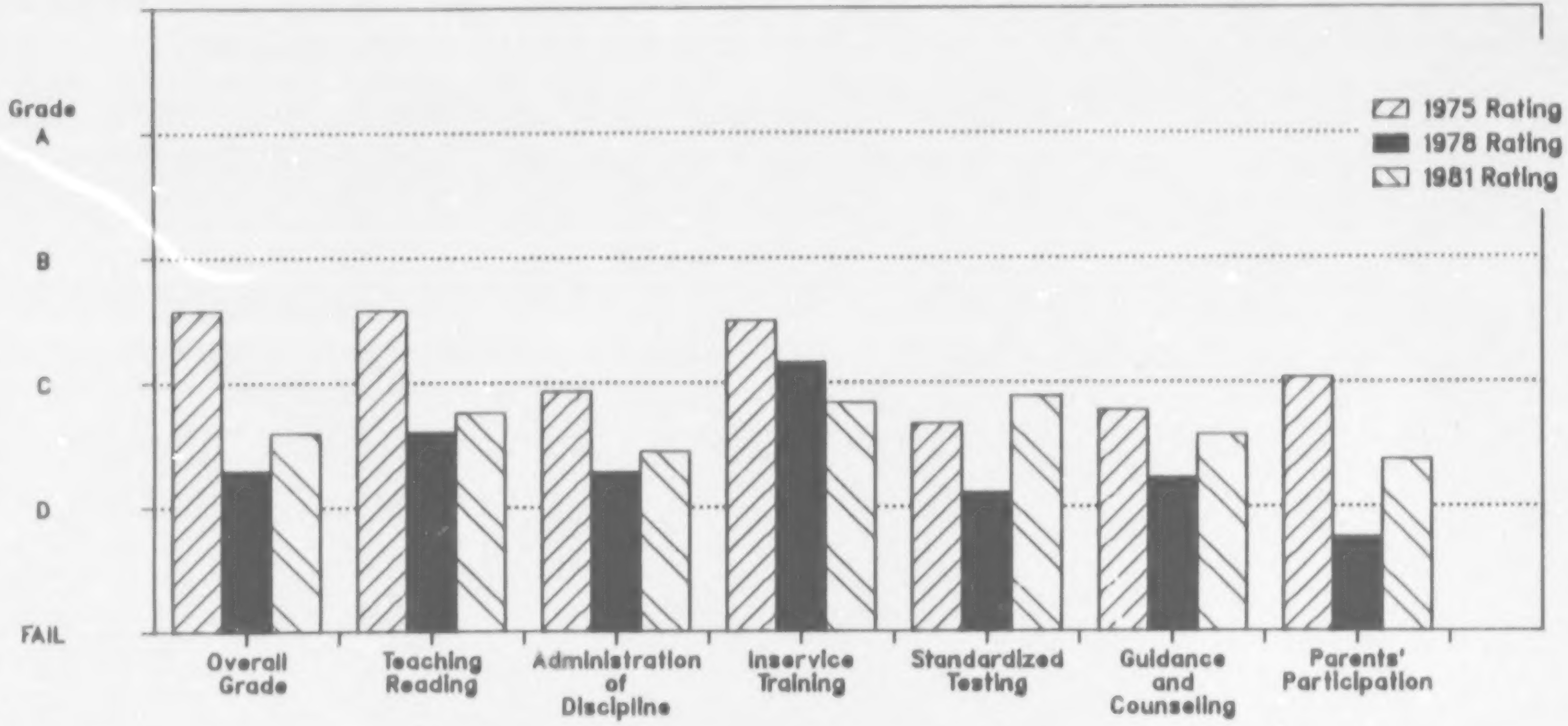
COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
REDFORD HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

5/82
U.S. DISTRICT COURT MONITORING COMMISSION
1981 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
REDFORD HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

C-97

CENTRAL HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1975-81

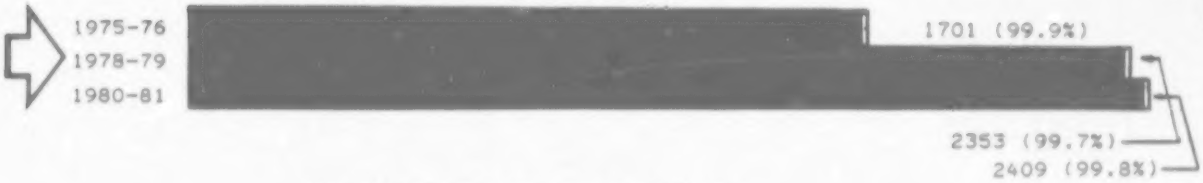
INDIVIDUAL SCHOOL PROFILE

OF

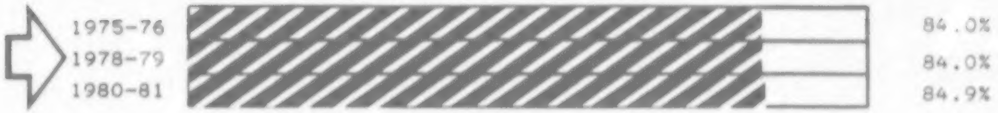
CENTRAL HIGH SCHOOL

School Characteristics*

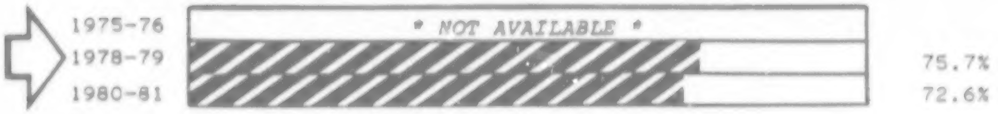
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81
554	1344	37	42

1980-81

ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
27	26	1317	16

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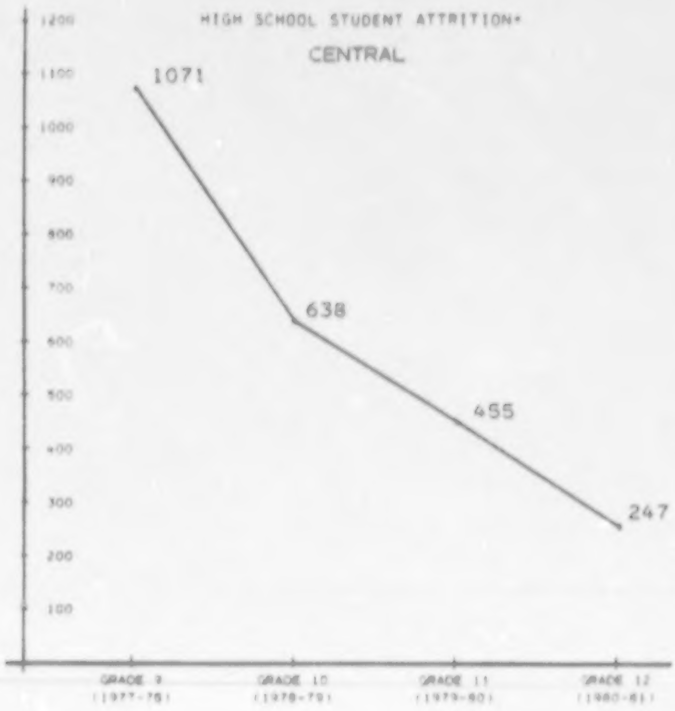
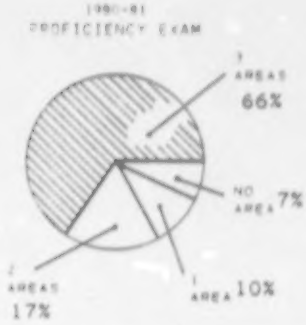
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

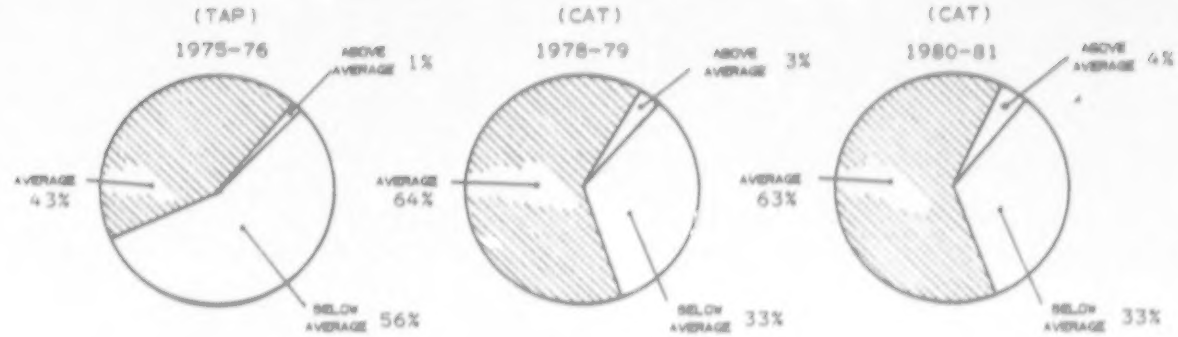
Assessment of Individual School's Delivery of Court-Ordered Programs--Part II



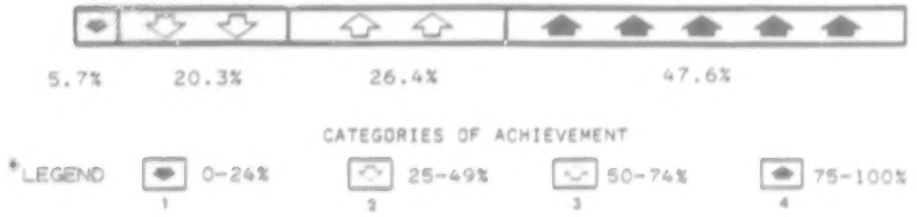


* See Section E below.

11TH GRADE READING ACHIEVEMENT 1975-1981



1980-81 GRADE 10 MEAP--READING*



U.S. DISTRICT COURT MONITORING COMMISSION

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

CENTRAL HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) = 2	-1.0	(+) = (0) = 2 (-) =	0.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 10 (0) = (-) = 5	.33	(+) = 5 (0) = 1 (-) = 9	- .27	(+) = 2 (0) = (-) = 4	- .33
INSERVICE TRAINING	(+) = 11 (0) = (-) = 1	.83	(+) = 12 (0) = (-) =	1.0	(+) = (0) = (-) = 4	-1.0
VOCATIONAL EDUCATION	(+) = 7 (0) = (-) =	1.0	(+) = 4 (0) = 3 (-) =	.57	(+) = 3 (0) = (-) = 3	0.0
SCHOOL-COMMUNITY RELATIONS	(+) = 5 (0) = 1 (-) = 3	.22	(+) = 4 (0) = 2 (-) = 3	.11	(+) = 3 (0) = (-) = 7	- .40
STUDENT CODE OF CONDUCT	(+) = 15 (0) = 1 (-) =	.94	(+) = 13 (0) = 2 (-) = 1	.75	(+) = 6 (0) = (-) = 4	.20
READING AND COMMUNICATION SKILLS	(+) = 3 (0) = (-) =	1.0	(+) = 2 (0) = 1 (-) =	.33	(+) = 5 (0) = (-) =	1.0
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 5 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	**ABILITY** OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.65
INDEX II. ASSESSMENT	⇨	**ADEQUACY** OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.45
INDEX III. ASSESSMENT	⇨	**ASSESSMENT OF COMPLIANCE** WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF :

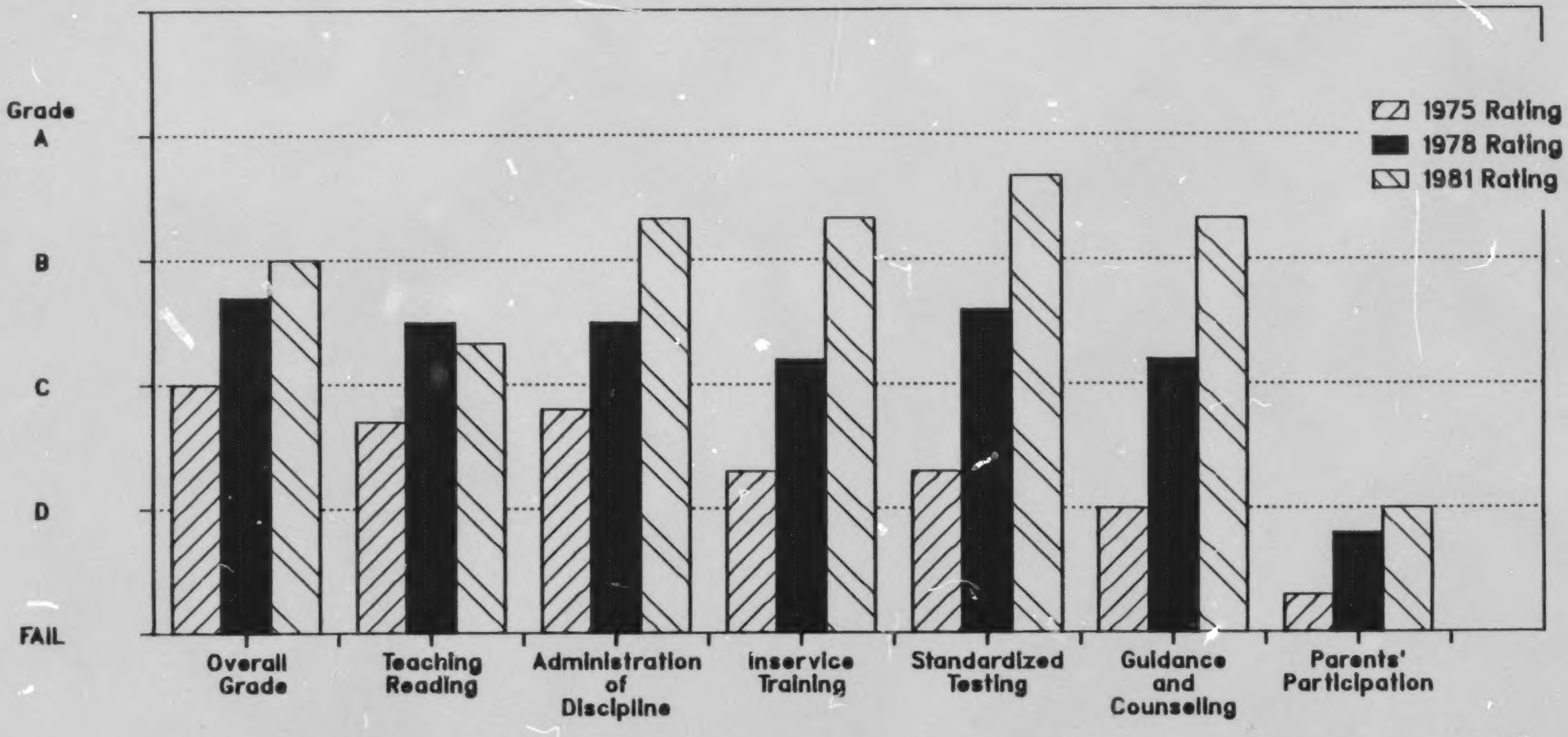
CENTRAL HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 15 (0) = 1 (-) =	.94	(+) = 2 (0) = 1 (-) = 2	0.0	(+) = (0) = 24 (-) =	0.0
COUNSELING AND CAREER GUIDANCE	(+) = 35 (0) = (-) = 2	1.0	(+) = 27 (0) = 1 (-) = 3	.77	(+) = 40 (0) = 7 (-) = 6	.64
INSERVICE TRAINING	(+) = 23 (0) = (-) = 3	.77	(+) = 13 (0) = 2 (-) =	.87	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 17 (0) = (-) = 6	.48	(+) = 18 (0) = 9 (-) = 9	.25
SCHOOL-COMMUNITY RELATIONS	(+) = 43 (0) = 2 (-) =	.96	(+) = 36 (0) = 7 (-) = 2	.76	(+) = 7 (0) = 15 (-) = 2	.21
STUDENT CODE OF CONDUCT	(+) = 24 (0) = (-) =	1.0	(+) = 20 (0) = 1 (-) =	.95	(+) = 7 (0) = 1 (-) = 7	0.0
READING AND COMMUNICATION SKILLS	(+) = 30 (0) = (-) =	1.0	(+) = 14 (0) = (-) = 1	.87	(+) = 7 (0) = 5 (-) = 3	.27
TESTING	(+) = 15 (0) = (-) =	1.0	(+) = 13 (0) = (-) = 1	.88	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.94
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.78
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.24

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
CENTRAL HIGH SCHOOL

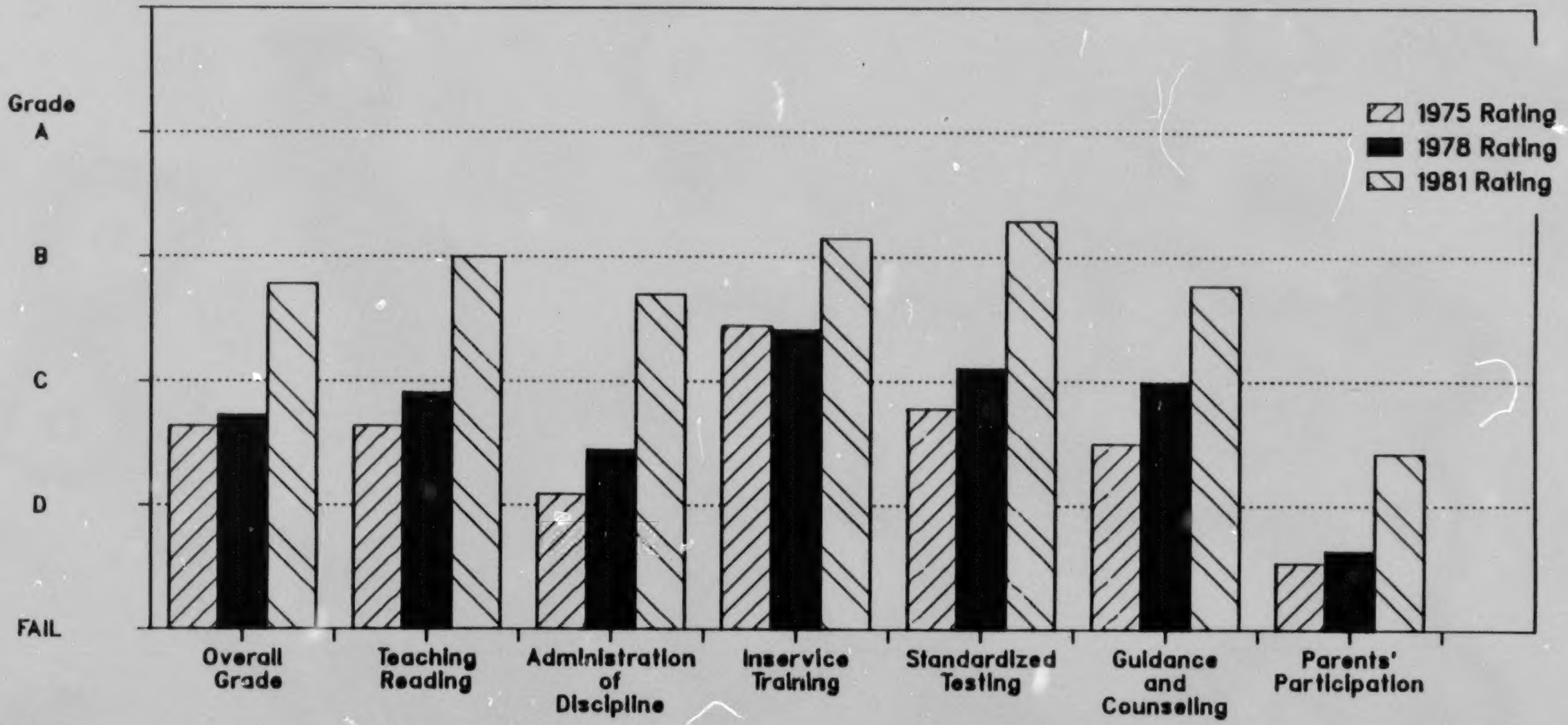


Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

C-104

5/82
U.S. DISTRICT COURT MONITORING COMMISSION
1981 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81 CENTRAL HIGH SCHOOL



Assessment of Individual School's Delivery of Court–Ordered Programs––Part II

C-105

MUMFORD HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

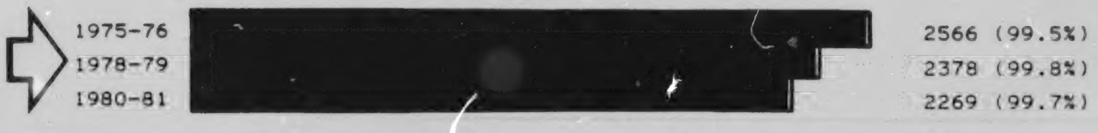
1975-81

INDIVIDUAL SCHOOL PROFILE
OF

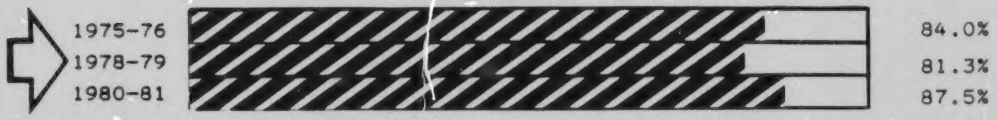
MUMFORD HIGH SCHOOL

School Characteristics*

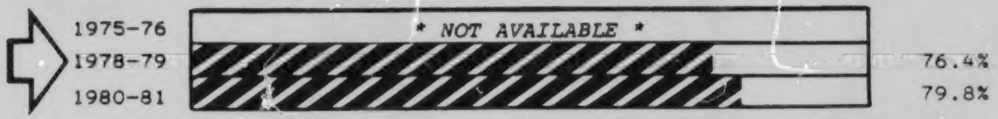
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81
11	749	96	129

1980-81

ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
46	50	703	79

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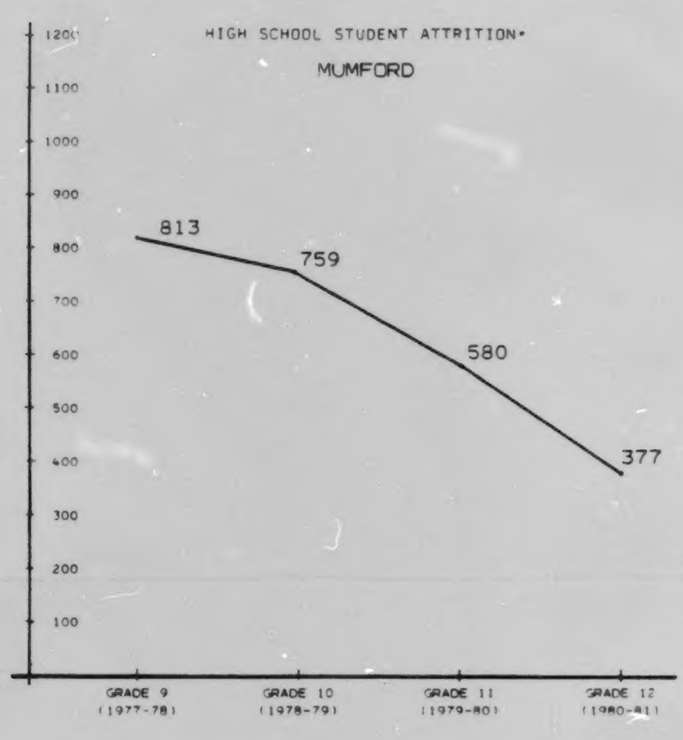
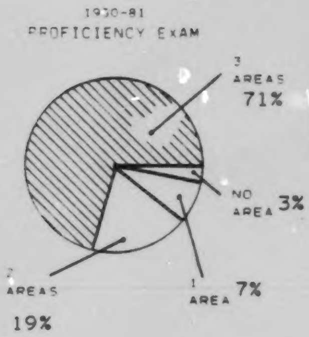
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

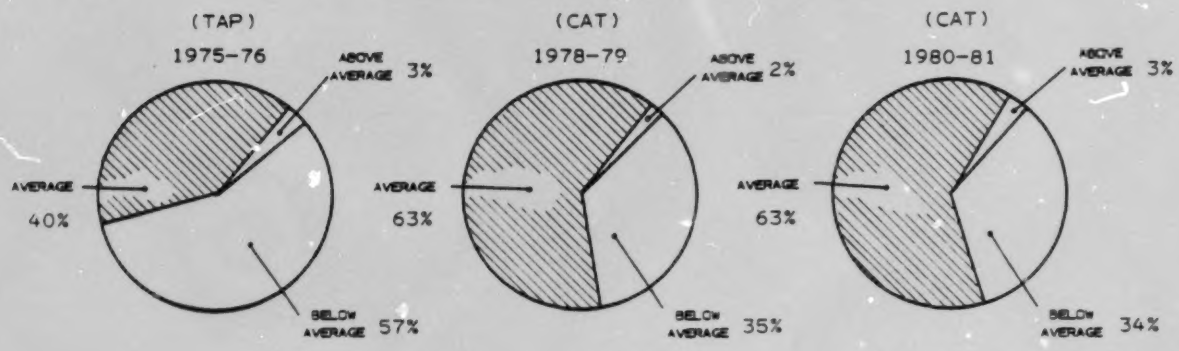
Assessment of Individual School's Delivery of Court-Ordered Programs—Part II



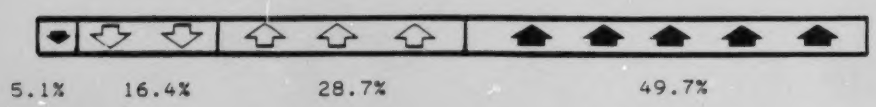


* See Section E below.

11TH GRADE READING ACHIEVEMENT 1975-1981



1980-81 GRADE 10 MEAP--READING*



CATEGORIES OF ACHIEVEMENT

*LEGEND ▼ 0-24% (1) ⇩ 25-49% (2) ⇧ 50-74% (3) ▲ 75-100% (4)

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

MUMFORD HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 10 (0) = 2 (-) = 3	.47	(+) = 7 (0) = 4 (-) = 4	.20	(+) = 1 (0) = (-) = 5	- .67
INSERVICE TRAINING	(+) = 11 (0) = 1 (-) =	.92	(+) = 10 (0) = 1 (-) = 1	.75	(+) = (0) = 4 (-) =	0.0
VOCATIONAL EDUCATION	(+) = 7 (0) = (-) =	1.0	(+) = 6 (0) = (-) = 1	.71	(+) = 1 (0) = (-) = 5	- .67
SCHOOL-COMMUNITY RELATIONS	(+) = 6 (0) = 1 (-) = 2	.44	(+) = 5 (0) = 3 (-) = 1	.44	(+) = 5 (0) = (-) = 5	0.0
STUDENT CODE OF CONDUCT	(+) = 14 (0) = 1 (-) = 1	.81	(+) = 13 (0) = 1 (-) = 2	.69	(+) = 4 (0) = 3 (-) = 3	.10
READING AND COMMUNICATION SKILLS	(+) = 3 (0) = (-) =	1.0	(+) = 3 (0) = (-) =	1.0	(+) = 4 (0) = 1 (-) =	.80
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 5 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.70
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.55
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF :

MUMFORD HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = 21 (-) =	0.0	(+) = (0) = 13 (-) =	0.0	(+) = (0) = 24 (-) =	0.0
COUNSELING AND CAREER GUIDANCE	(+) = 32 (0) = (-) =	1.0	(+) = 27 (0) = 1 (-) = 1	.90	(+) = 38 (0) = 7 (-) = 8	.57
INSERVICE TRAINING	(+) = 32 (0) = (-) =	1.0	(+) = 14 (0) = 1 (-) = 1	.81	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 19 (0) = (-) = 4	.65	(+) = 11 (0) = 16 (-) = 13	-.05
SCHOOL-COMMUNITY RELATIONS	(+) = 38 (0) = 10 (-) =	.79	(+) = 35 (0) = 10 (-) = 2	.70	(+) = 9 (0) = 6 (-) = 9	0.0
STUDENT CODE OF CONDUCT	(+) = 24 (0) = 3 (-) =	.89	(+) = 20 (0) = 1 (-) =	.95	(+) = 7 (0) = 2 (-) = 6	.07
READING AND COMMUNICATION SKILLS	(+) = 29 (0) = (-) =	1.0	(+) = 12 (0) = (-) = 3	.60	(+) = 6 (0) = 4 (-) = 5	.07
TESTING	(+) = 16 (0) = (-) =	1.0	(+) = 11 (0) = 1 (-) = 1	.77	(+) = (0) = (-) =	

INDEX I. ASSESSMENT ⇨ ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT. .85

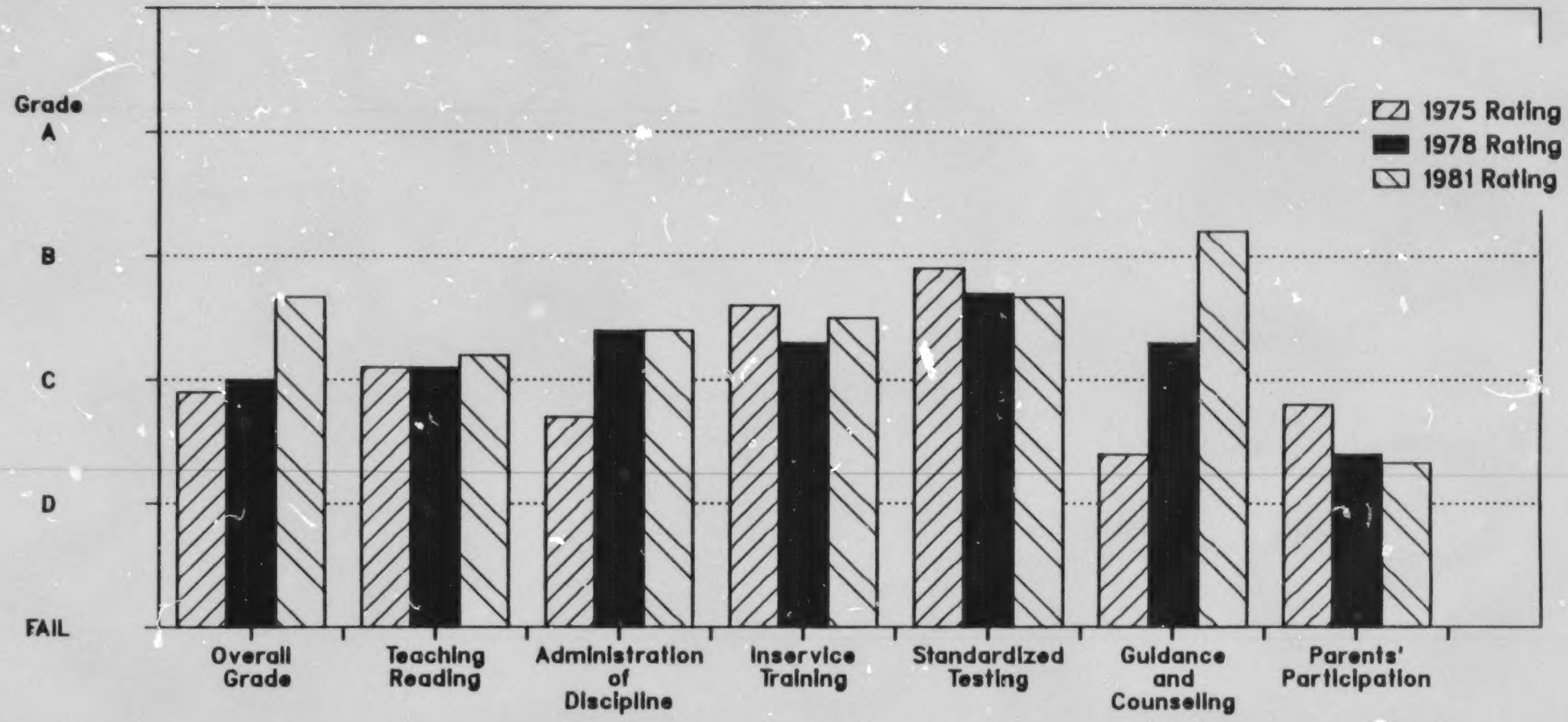
INDEX II. ASSESSMENT ⇨ ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT. .71

INDEX III. ASSESSMENT ⇨ ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA. .18

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81

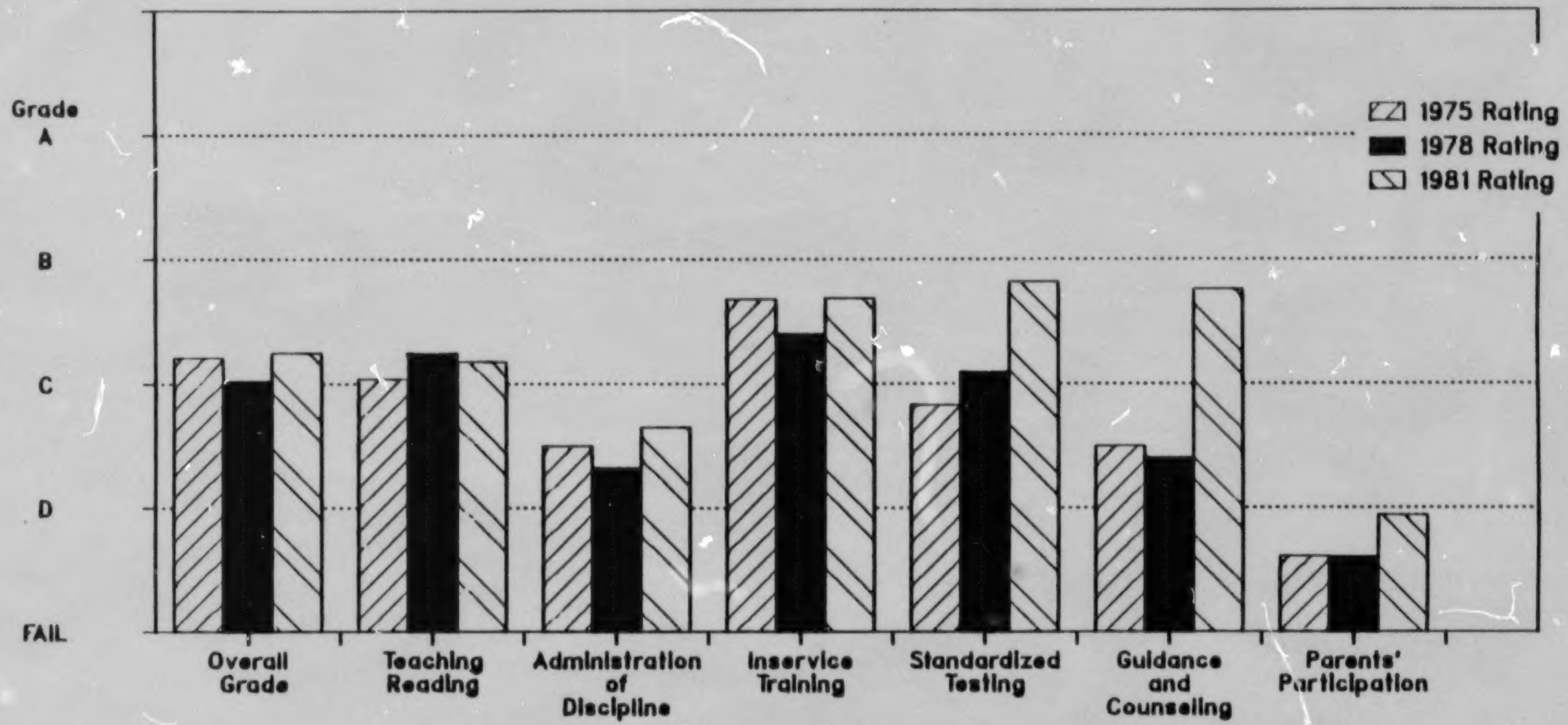
MUMFORD HIGH SCHOOL



Assessment of Individual School's Delivery of Court–Ordered Programs––Part II

5/82
U.S. DISTRICT COURT MONITORING COMMISSION
1981 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
MUMFORD HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

C-113

OSBORN HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1975-81

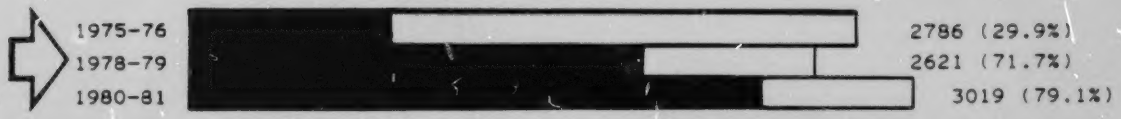
INDIVIDUAL SCHOOL PROFILE

OF

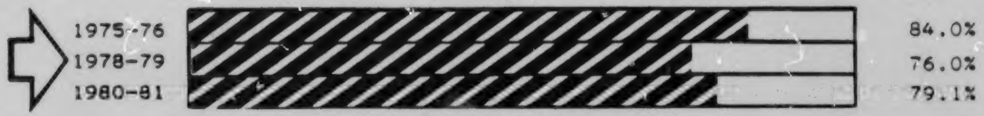
OSBORN HIGH SCHOOL

School Characteristics*

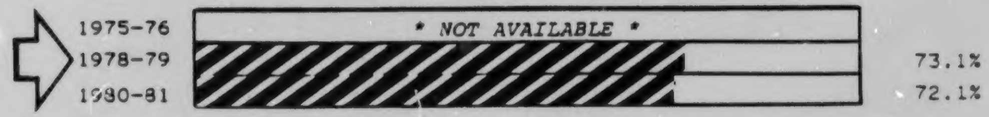
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81
850	1558	96	171

1980-81

ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
7	91	1521	80

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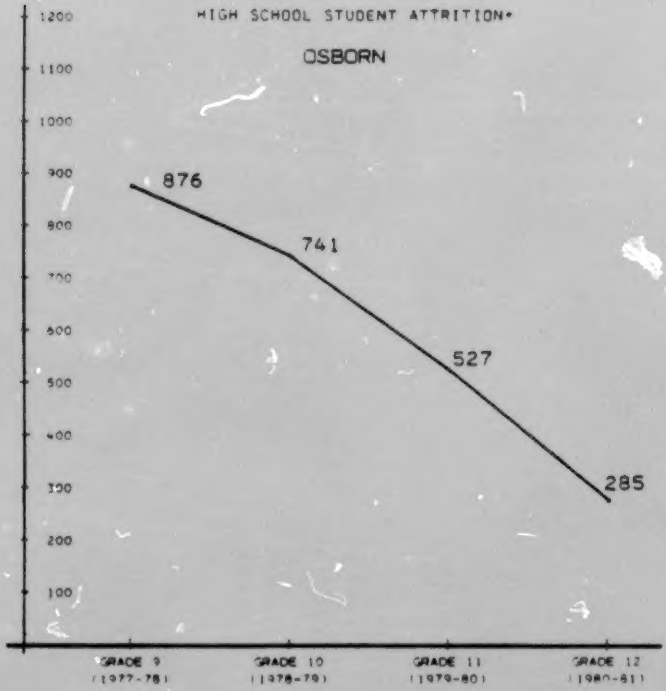
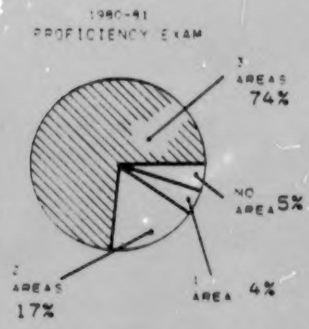
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

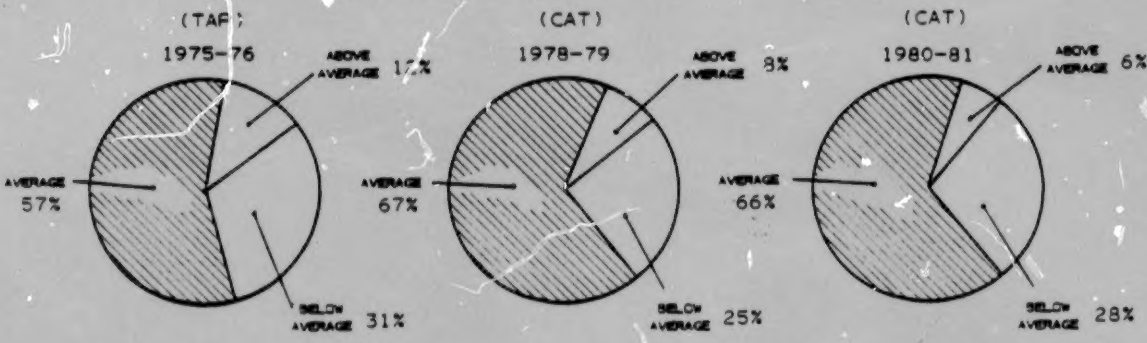
Assessment of Individual School's Delivery of Court-Ordered Programs—Part II



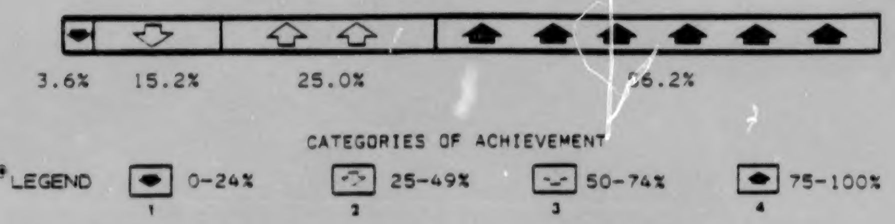


* See Section C below.

11TH GRADE READING ACHIEVEMENT 1975-1981



1980-81 GRADE 10 MEAP—READING*



Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

OSBORN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) = 3	- .20	(+) = 2 (0) = 1 (-) = 2	0.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 13 (0) = 1 (-) = 1	.80	(+) = 11 (0) = 2 (-) = 2	.60	(+) = 1 (0) = (-) = 5	- .67
INSERVICE TRAINING	(+) = 10 (0) = (-) = 2	.67	(+) = 10 (0) = (-) = 2	.67	(+) = 2 (0) = (-) = 2	0.0
VOCATIONAL EDUCATION	(+) = 7 (0) = (-) =	1.0	(+) = 5 (0) = 1 (-) = 1	.57	(+) = 1 (0) = (-) = 5	- .67
SCHOOL-COMMUNITY RELATIONS	(+) = 6 (0) = (-) = 3	.33	(+) = 7 (0) = 1 (-) = 1	.67	(+) = 8 (0) = (-) = 2	.60
STUDENT CODE OF CONDUCT	(+) = 14 (0) = 1 (-) = 1	.81	(+) = 13 (0) = 1 (-) = 2	.69	(+) = 5 (0) = 2 (-) = 3	.20
READING AND COMMUNICATION SKILLS	(+) = 3 (0) = (-) =	1.0	(+) = 3 (0) = (-) =	1.0	(+) = 4 (0) = (-) = 1	.60
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 5 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.69
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.64
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

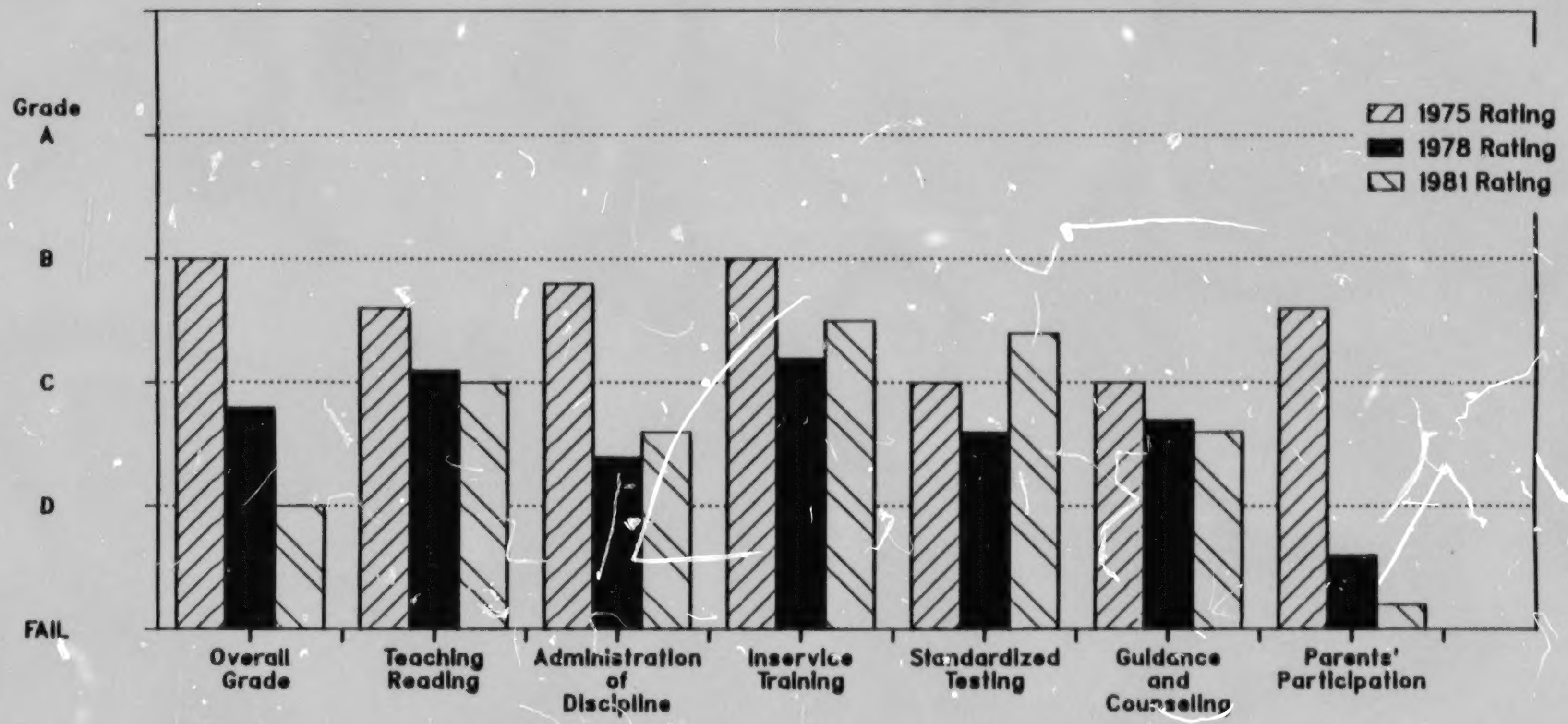
OSBORN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 13 (0) = 5 (-) = 1	.63	(+) = 5 (0) = 4 (-) = 2	.27	(+) = 7 (0) = 7 (-) = 9	-.09
COUNSELING AND CAREER GUIDANCE	(+) = 35 (0) = (-) = 1	.94	(+) = 21 (0) = 2 (-) = 8	.42	(+) = 16 (0) = 15 (-) = 22	-.11
INSERVICE TRAINING	(+) = 32 (0) = 1 (-) =	.97	(+) = 15 (0) = (-) = 1	.88	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 21 (0) = 2 (-) =	.93	(+) = 17 (0) = 3 (-) = 3	.61	(+) = 10 (0) = 15 (-) = 11	-.03
SCHOOL-COMMUNITY RELATIONS	(+) = 17 (0) = 30 (-) =	.36	(+) = 12 (0) = 31 (-) = 4	.17	(+) = 6 (0) = 11 (-) = 7	-.04
STUDENT CODE OF CONDUCT	(+) = 26 (0) = (-) =	1.0	(+) = 20 (0) = (-) = 1	.90	(+) = 5 (0) = 2 (-) = 8	-.20
READING AND COMMUNICATION SKILLS	(+) = 23 (0) = (-) = 2	.84	(+) = 12 (0) = (-) = 3	.60	(+) = 5 (0) = 3 (-) = 7	-.13
TESTING	(+) = 14 (0) = 1 (-) =	.93	(+) = 7 (0) = 1 (-) = 5	.15	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.79
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.46
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	-.09

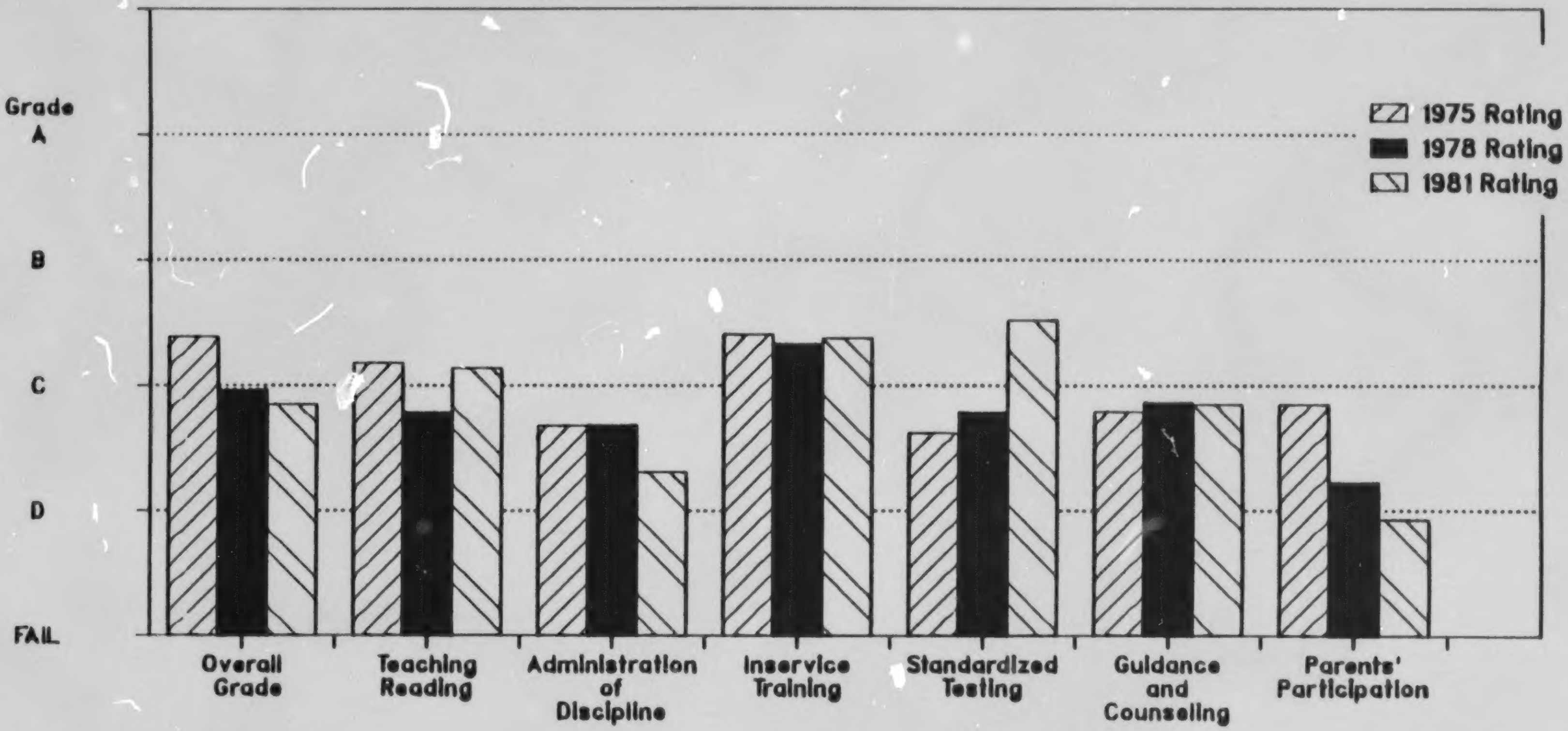
	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
OSBORN HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
OSBORN HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

C-121

PERSHING HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1975-81

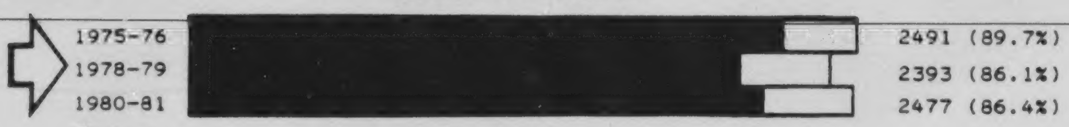
INDIVIDUAL SCHOOL PROFILE

OF

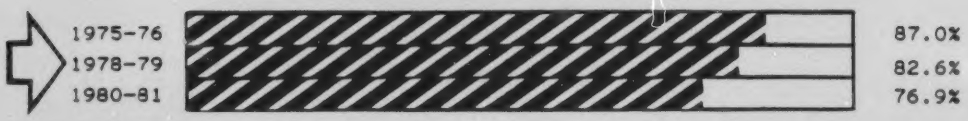
PERSHING HIGH SCHOOL

School Characteristics*

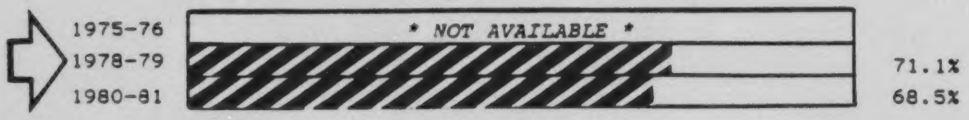
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



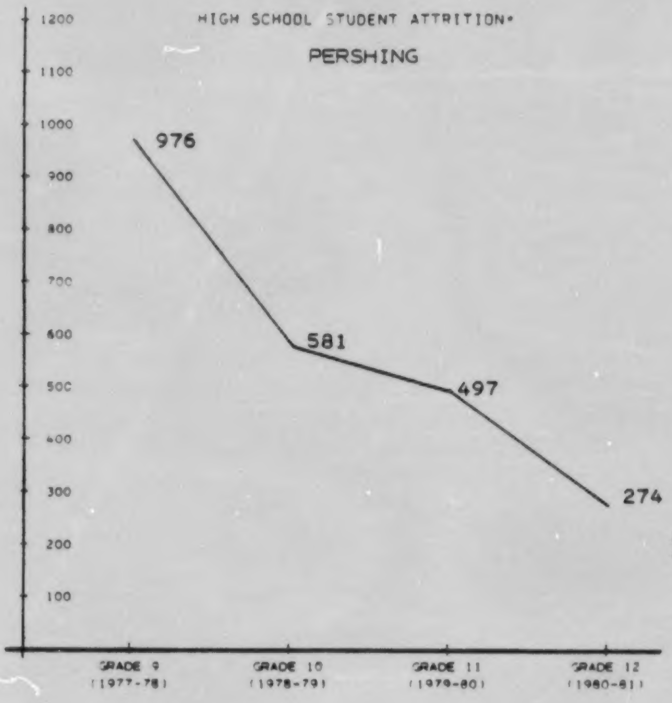
EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81
33	1395	94	94

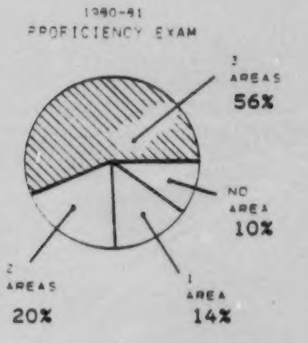
1980-81

ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
18	40	1377	54

* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

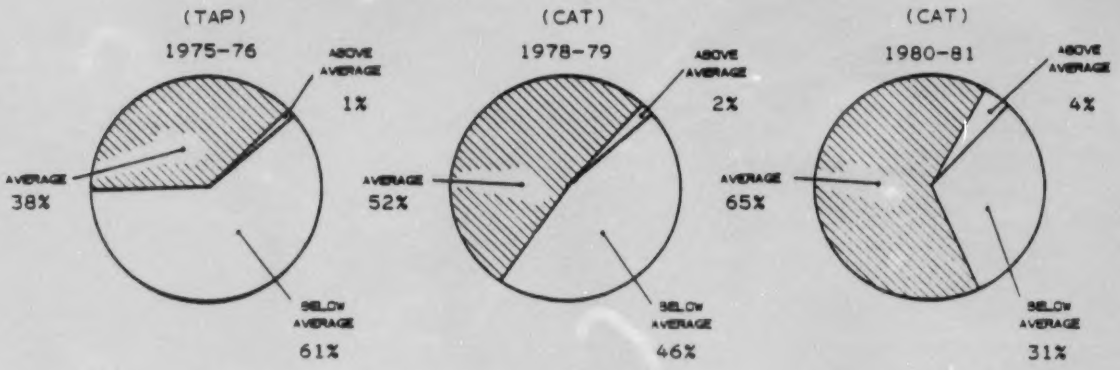
Assessment of Individual School's Delivery of Court-Ordered Programs--Part II



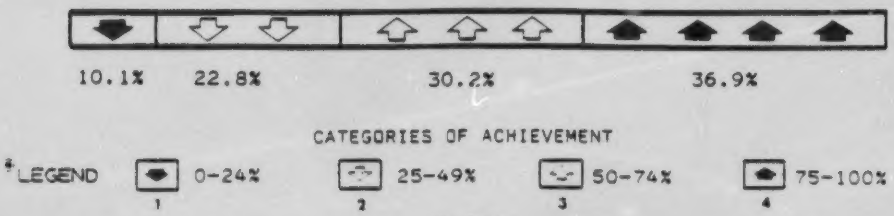


* See Section E below.

11TH GRADE READING ACHIEVEMENT 1975-1981



1980-81 GRADE 10 MEAP--READING*



Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

PERSHING HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 4 (0) = (-) = 1	.60	(+) = 4 (0) = (-) = 1	.60	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 12 (0) = 2 (-) = 1	.73	(+) = 11 (0) = (-) = 4	.47	(+) = 4 (0) = (-) = 2	.33
INSERVICE TRAINING	(+) = 10 (0) = (-) = 2	.67	(+) = 10 (0) = (-) = 2	.67	(+) = (0) = (-) = 4	-1.0
VOCATIONAL EDUCATION	(+) = 7 (0) = (-) =	1.0	(+) = 5 (0) = 2 (-) =	.71	(+) = 5 (0) = (-) = 1	.67
SCHOOL-COMMUNITY RELATIONS	(+) = 5 (0) = 1 (-) = 3	.21	(+) = 5 (0) = 3 (-) = 1	.44	(+) = 5 (0) = (-) = 5	0.0
STUDENT CODE OF CONDUCT	(+) = 16 (0) = (-) =	1.0	(+) = 8 (0) = 1 (-) = 7	.06	(+) = 3 (0) = 1 (-) = 6	- .30
READING AND COMMUNICATION SKILLS	(+) = 2 (0) = 1 (-) =	.67	(+) = 3 (0) = (-) =	1.0	(+) = 5 (0) = (-) =	1.0
TESTING	(+) = 4 (0) = 1 (-) =	.80	(+) = 4 (0) = (-) = 1	.60	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.74
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.50
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF :

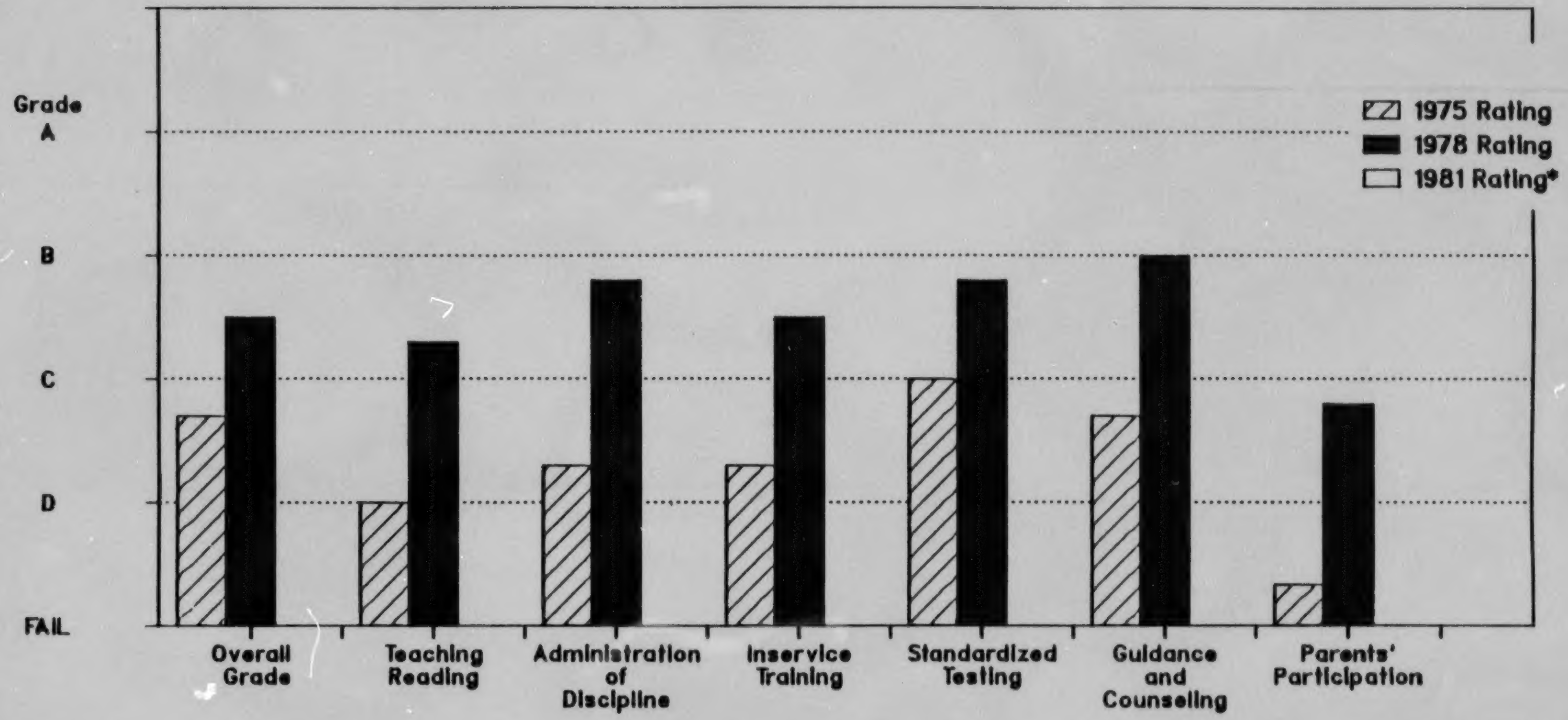
PERSHING HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 16 (0) = (-) =	1.0	(+) = 5 (0) = 3 (-) = 5	0.0	(+) = 8 (0) = 6 (-) = 5	.16
COUNSELING AND CAREER GUIDANCE	(+) = 35 (0) = (-) = 1	.94	(+) = 21 (0) = 4 (-) = 5	.52	(+) = 23 (0) = 17 (-) = 13	.19
INSERVICE TRAINING	(+) = 32 (0) = 1 (-) =	.97	(+) = 10 (0) = 4 (-) = 5	.26	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 22 (0) = (-) = 1	.91	(+) = 18 (0) = 7 (-) = 11	.19
SCHOOL-COMMUNITY RELATIONS	(+) = 47 (0) = 1 (-) =	.98	(+) = 34 (0) = 1 (-) = 12	.47	(+) = 10 (0) = 4 (-) = 10	0.0
STUDENT CODE OF CONDUCT	(+) = 21 (0) = 6 (-) =	.78	(+) = 17 (0) = 4 (-) =	.81	(+) = 6 (0) = 2 (-) = 7	-.06
READING AND COMMUNICATION SKILLS	(+) = 18 (0) = 9 (-) =	.67	(+) = 11 (0) = 4 (-) =	.73	(+) = 7 (0) = 3 (-) = 5	.13
TESTING	(+) = 13 (0) = 2 (-) =	.87	(+) = 5 (0) = 1 (-) = 7	-.15	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.91
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.50
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.13

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE	OR ASSESSMENT INCOMPLETE	ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

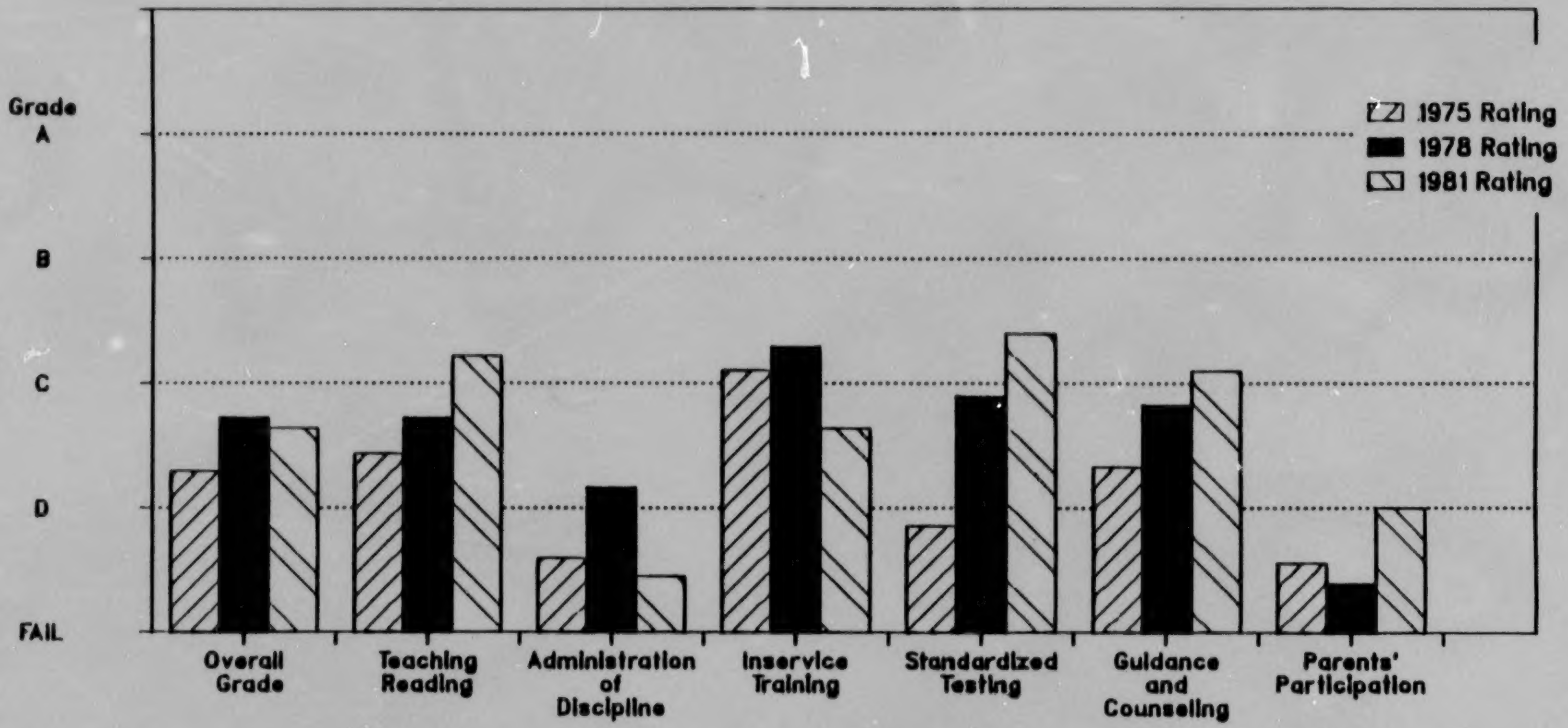
COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
PERSHING HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

*1981 DATA MISSING.

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
PERSHING HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs—Part II

DENBY HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1975-81

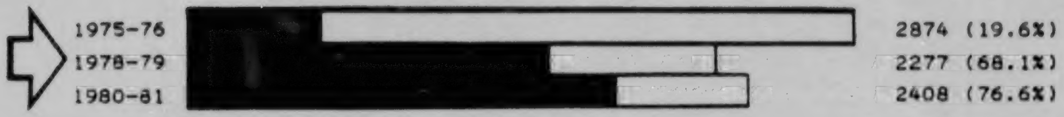
INDIVIDUAL SCHOOL PROFILE

OF

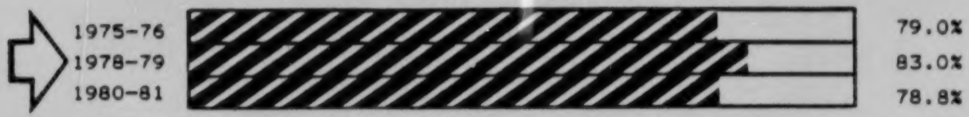
DENBY HIGH SCHOOL

School Characteristics*

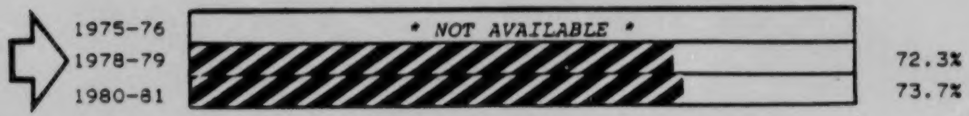
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81
723	1590	44	84

1980-81

ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
204	31	1386	53

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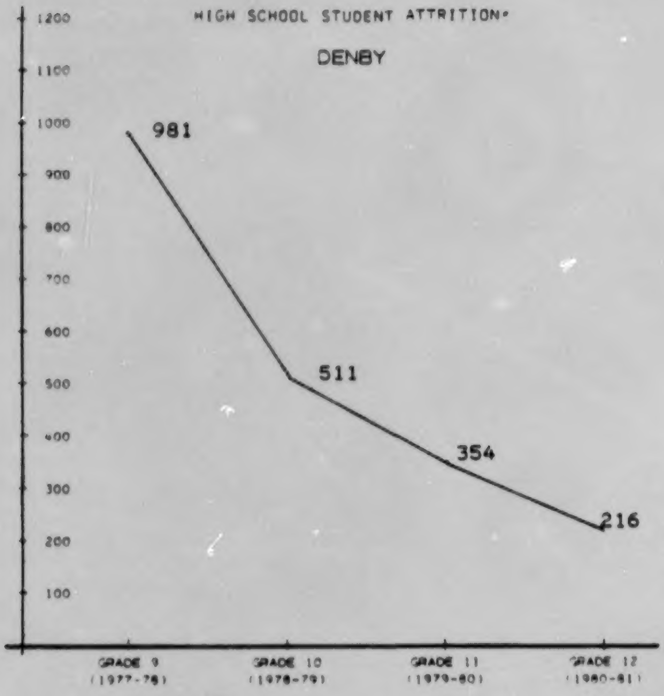
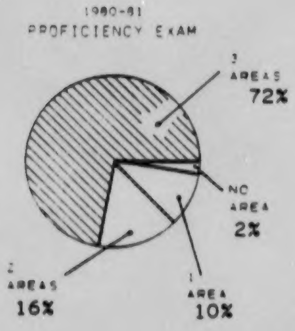
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

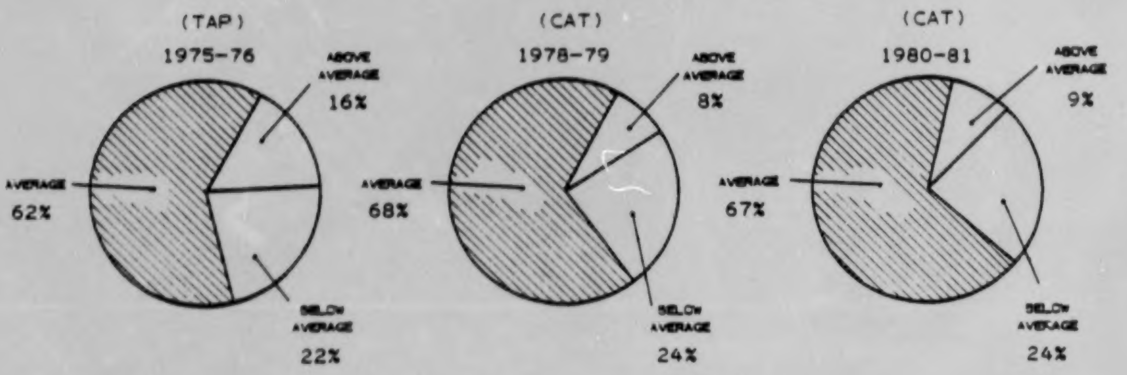
Assessment of Individual School's Delivery of Court-Ordered Programs—Part II



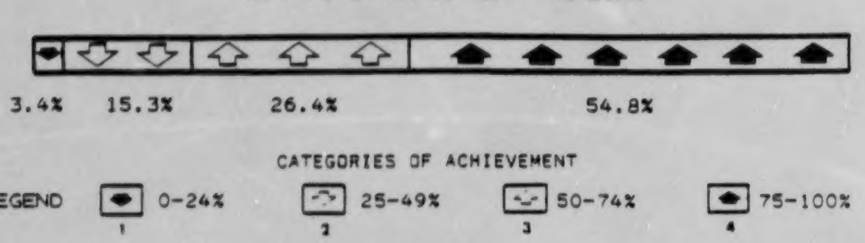


* See Section E below.

11TH GRADE READING ACHIEVEMENT 1975-1981



1980-81 GRADE 10 MEAP--READING*



Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

DENBY HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 3 (0) = 2 (-) =	.60	(+) = 3 (0) = 2 (-) =	.60	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 11 (0) = 1 (-) = 3	.53	(+) = 8 (0) = 4 (-) = 3	.33	(+) = (0) = (-) = 6	-1.0
INSERVICE TRAINING	(+) = 11 (0) = (-) = 1	.83	(+) = 11 (0) = (-) = 1	.83	(+) = 1 (0) = (-) = 3	- .50
VOCATIONAL EDUCATION	(+) = 6 (0) = (-) = 1	.71	(+) = 3 (0) = 2 (-) = 2	.14	(+) = 3 (0) = (-) = 3	0.0
SCHOOL-COMMUNITY RELATIONS	(+) = 7 (0) = 1 (-) = 1	.67	(+) = 8 (0) = 1 (-) =	.89	(+) = 9 (0) = (-) = 1	.80
STUDENT CODE OF CONDUCT	(+) = 17 (0) = (-) =	1.0	(+) = 15 (0) = (-) = 2	.76	(+) = 3 (0) = 3 (-) = 4	- .10
READING AND COMMUNICATION SKILLS	(+) = 3 (0) = (-) =	1.0	(+) = 3 (0) = (-) =	1.0	(+) = 4 (0) = (-) = 1	.60
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 4 (0) = 1 (-) =	.80	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.78
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.64
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE	ASSESSMENT INCOMPLETE	ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

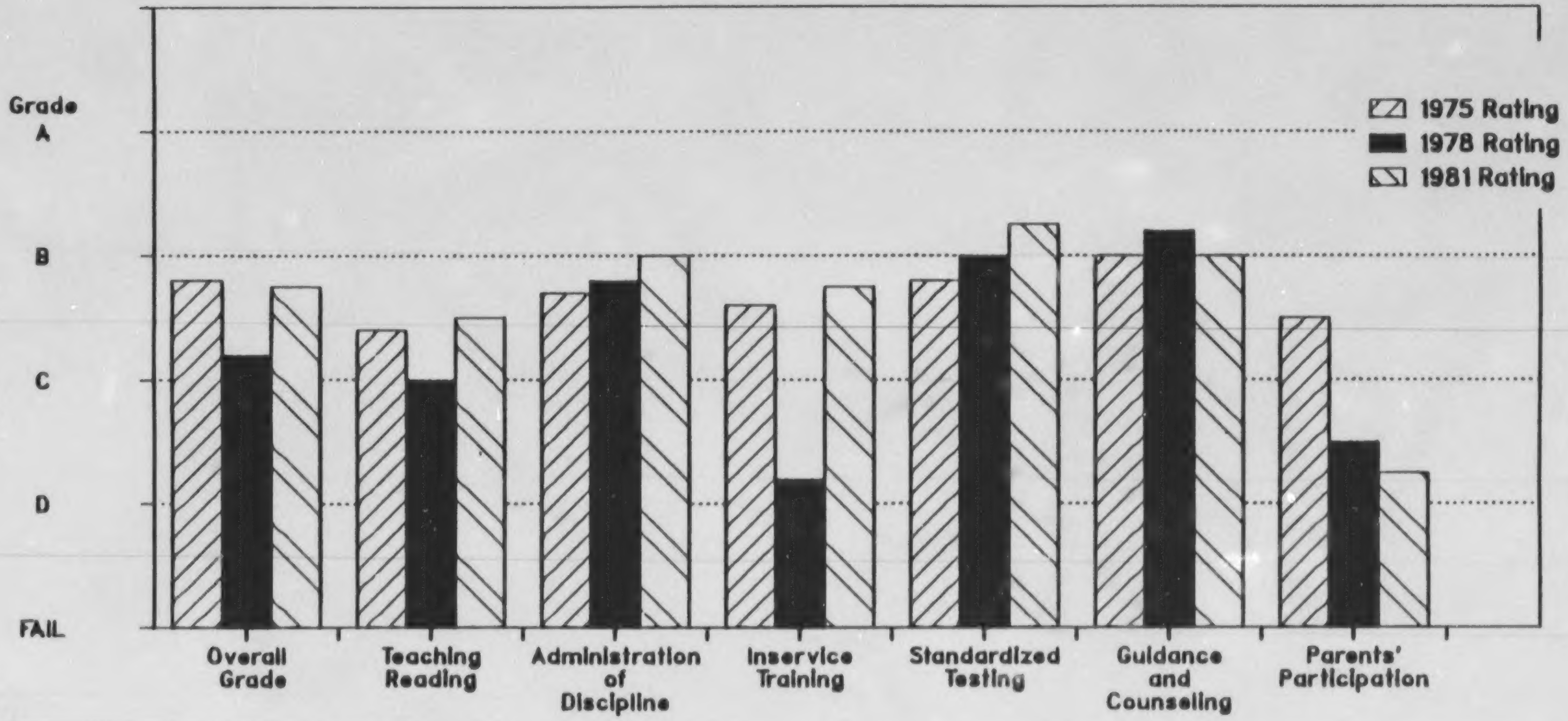
DENBY HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 17 (0) = (-) =	1.0	(+) = 6 (0) = 3 (-) = 2	.36	(+) = 5 (0) = 9 (-) = 5	0.0
COUNSELING AND CAREER GUIDANCE	(+) = 31 (0) = (-) = 2	.88	(+) = 26 (0) = 2 (-) = 3	.74	(+) = 36 (0) = 11 (-) = 6	.57
INSERVICE TRAINING	(+) = 33 (0) = (-) =	1.0	(+) = 14 (0) = (-) =	1.0	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 21 (0) = (-) = 2	.83	(+) = 13 (0) = 23 (-) = 4	.23
SCHOOL-COMMUNITY RELATIONS	(+) = 46 (0) = 1 (-) =	.98	(+) = 41 (0) = 1 (-) = 4	.80	(+) = 19 (0) = 1 (-) = 4	.63
STUDENT CODE OF CONDUCT	(+) = 27 (0) = (-) =	1.0	(+) = 20 (0) = (-) =	1.0	(+) = 6 (0) = 2 (-) = 7	-.06
READING AND COMMUNICATION SKILLS	(+) = 29 (0) = (-) =	1.0	(+) = 14 (0) = (-) = 1	.87	(+) = 10 (0) = 5 (-) =	.67
TESTING	(+) = 16 (0) = (-) =	1.0	(+) = 12 (0) = (-) = 1	.85	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.98
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.82
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.38

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
DENBY HIGH SCHOOL

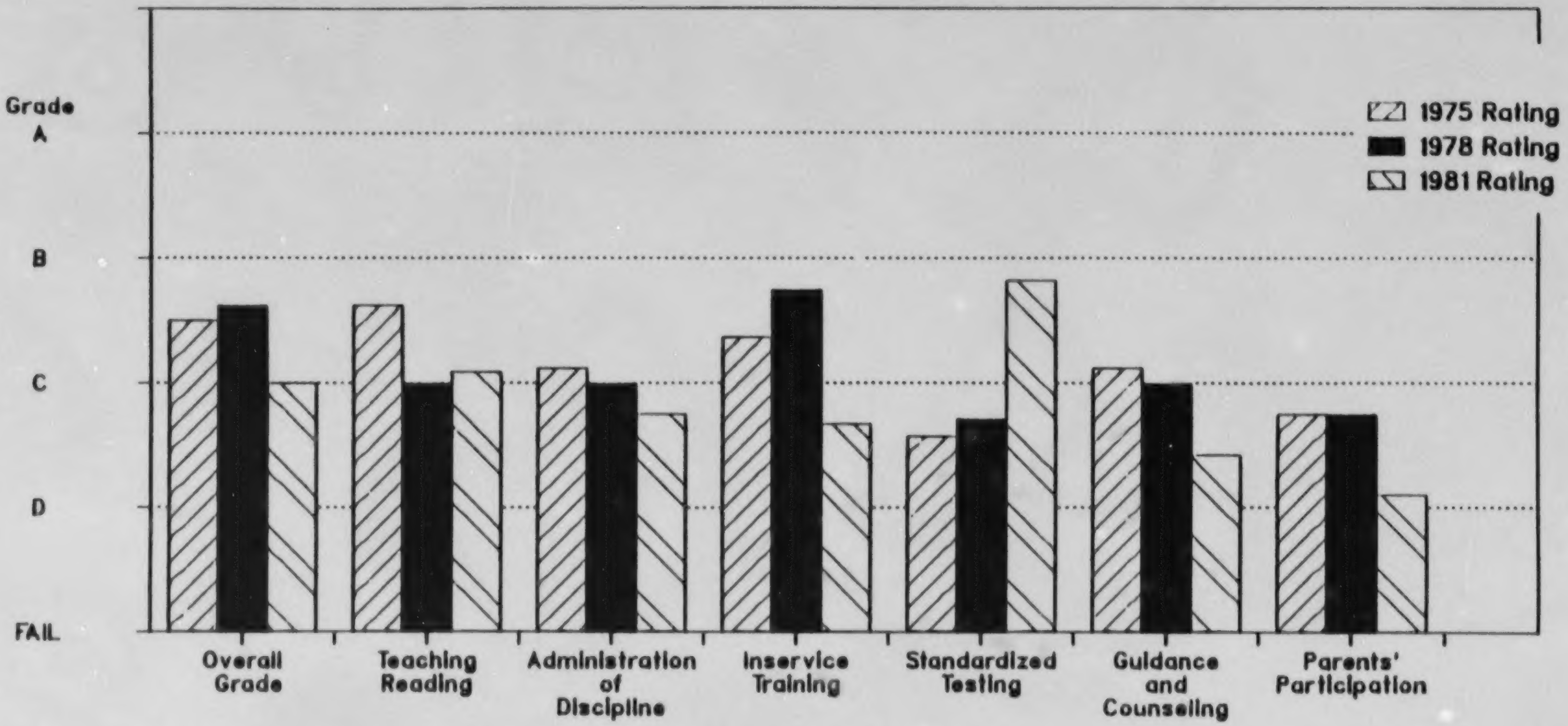


Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

C-136

5/82
U.S. DISTRICT COURT MONITORING COMMISSION
1981 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE
DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
DENBY HIGH SCHOOL



Assessment of Individual School's Delivery of
Court-Ordered Programs--Part II

FINNEY HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1975-81

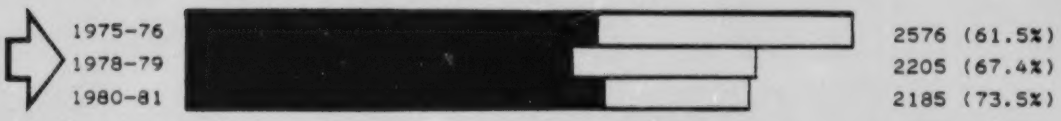
INDIVIDUAL SCHOOL PROFILE

OF

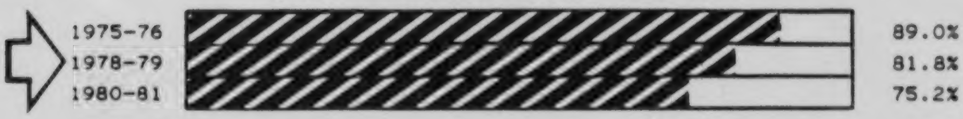
FINNEY HIGH SCHOOL

School Characteristics*

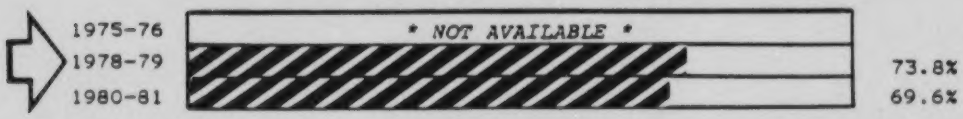
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81
1083	1665	124	122

1980-81

ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
213	30	1452	92

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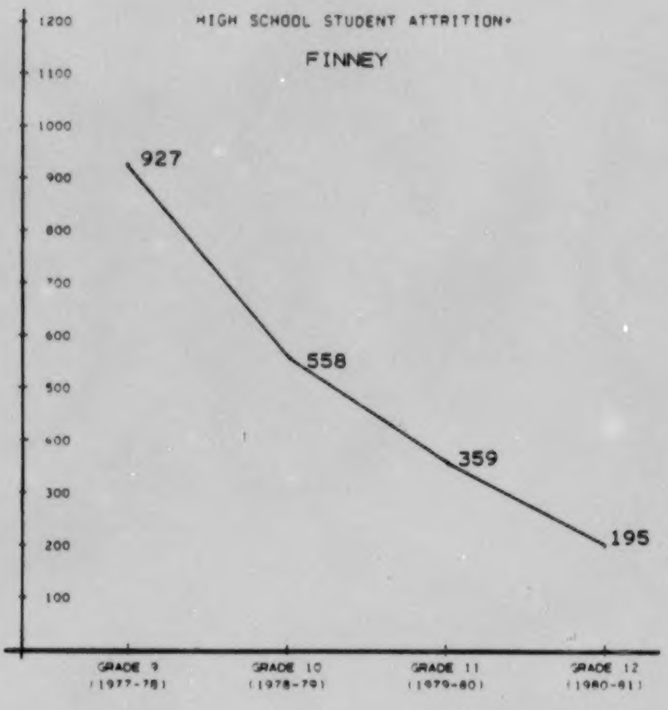
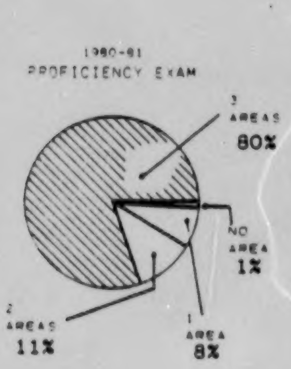
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

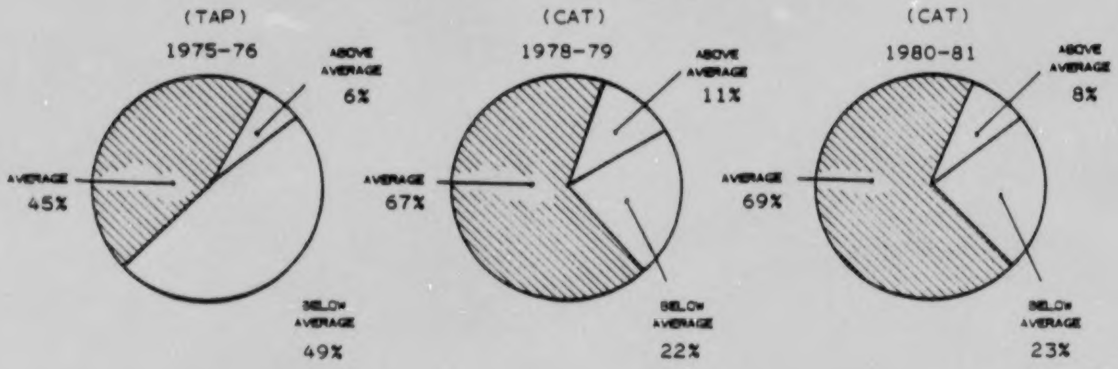
Assessment of Individual School's Delivery of Court-Ordered Programs—Part II



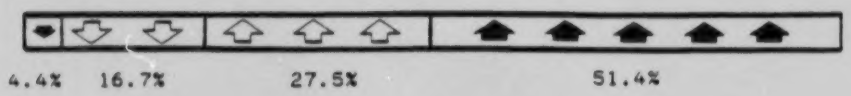


* See Section E below.

11TH GRADE READING ACHIEVEMENT 1975-1981



1980-81 GRADE 10 MEAP--READING*



CATEGORIES OF ACHIEVEMENT

*LEGEND ▼ 0-24% ▽ 25-49% △ 50-74% ▲ 75-100%
1 2 3 4

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

FINNEY HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 2 (0) = 1 (-) = 2	0.0	(+) = 2 (0) = 1 (-) = 2	0.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 10 (0) = 1 (-) = 4	.40	(+) = 6 (0) = 3 (-) = 6	0.0	(+) = 1 (0) = (-) = 5	- .67
INSERVICE TRAINING	(+) = 11 (0) = (-) = 1	.83	(+) = 11 (0) = (-) = 1	.83	(+) = 1 (0) = (-) = 3	- .50
VOCATIONAL EDUCATION	(+) = 6 (0) = 1 (-) =	.86	(+) = 5 (0) = 1 (-) = 1	.57	(+) = 1 (0) = (-) = 5	- .67
SCHOOL-COMMUNITY RELATIONS	(+) = (0) = (-) = 8	-1.0	(+) = (0) = (-) = 8	1.0	(+) = 2 (0) = (-) = 8	- .60
STUDENT CODE OF CONDUCT	(+) = 15 (0) = 1 (-) =	.94	(+) = 14 (0) = 1 (-) =	.81	(+) = 4 (0) = 1 (-) = 5	- .10
READING AND COMMUNICATION SKILLS	(+) = 3 (0) = (-) =	1.0	(+) = 3 (0) = (-) =	1.0	(+) = 3 (0) = (-) = 2	.20
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 5 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.52
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.38
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

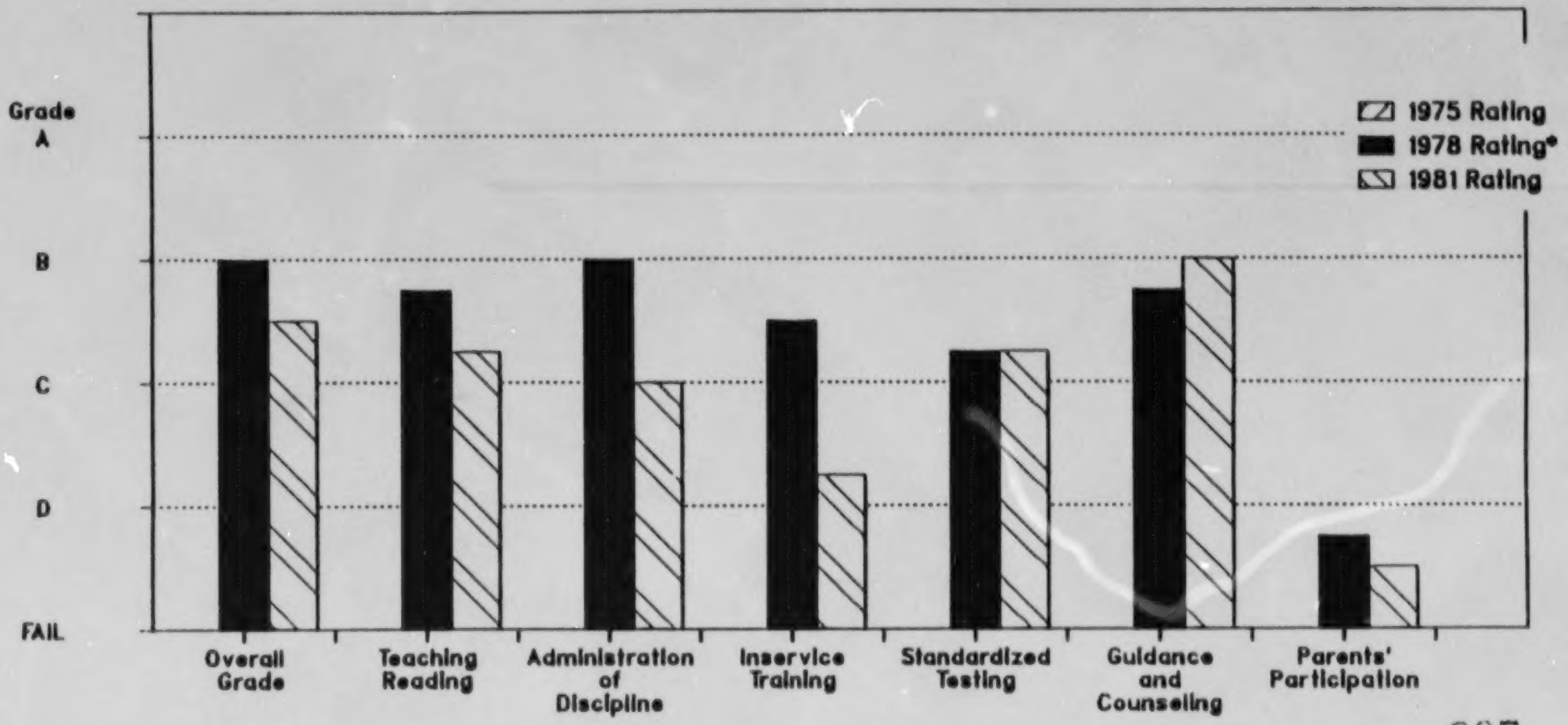
FINNEY HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 21 (0) = (-) =	1.0	(+) = 7 (0) = (-) = 2	.56	(+) = 8 (0) = 8 (-) = 6	.09
COUNSELING AND CAREER GUIDANCE	(+) = 32 (0) = (-) = 3	.83	(+) = 24 (0) = 1 (-) = 6	.58	(+) = 32 (0) = 10 (-) = 11	.40
INSERVICE TRAINING	(+) = 32 (0) = (-) =	1.0	(+) = 14 (0) = (-) =	1.0	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = (0) = (-) =	1.0	(+) = 19 (0) = (-) = 4	.65	(+) = 14 (0) = 13 (-) = 9	.14
SCHOOL-COMMUNITY RELATIONS	(+) = 47 (0) = 1 (-) =	.98	(+) = 42 (0) = 3 (-) = 2	.85	(+) = 13 (0) = 5 (-) = 6	.29
STUDENT CODE OF CONDUCT	(+) = 24 (0) = (-) =	1.0	(+) = 20 (0) = 1 (-) =	.95	(+) = 5 (0) = 2 (-) = 8	-.20
READING AND COMMUNICATION SKILLS	(+) = 25 (0) = (-) = 1	.92	(+) = 14 (0) = (-) = 1	.87	(+) = 7 (0) = 5 (-) = 3	.27
TESTING	(+) = 15 (0) = (-) =	1.0	(+) = 12 (0) = (-) = 1	.85	(+) = (0) = (-) =	

INDEX I. ASSESSMENT ⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.96
INDEX II. ASSESSMENT ⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.79
INDEX III. ASSESSMENT ⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.19

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

COUNSELOR RATINGS OF THE
DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
FINNEY HIGH SCHOOL

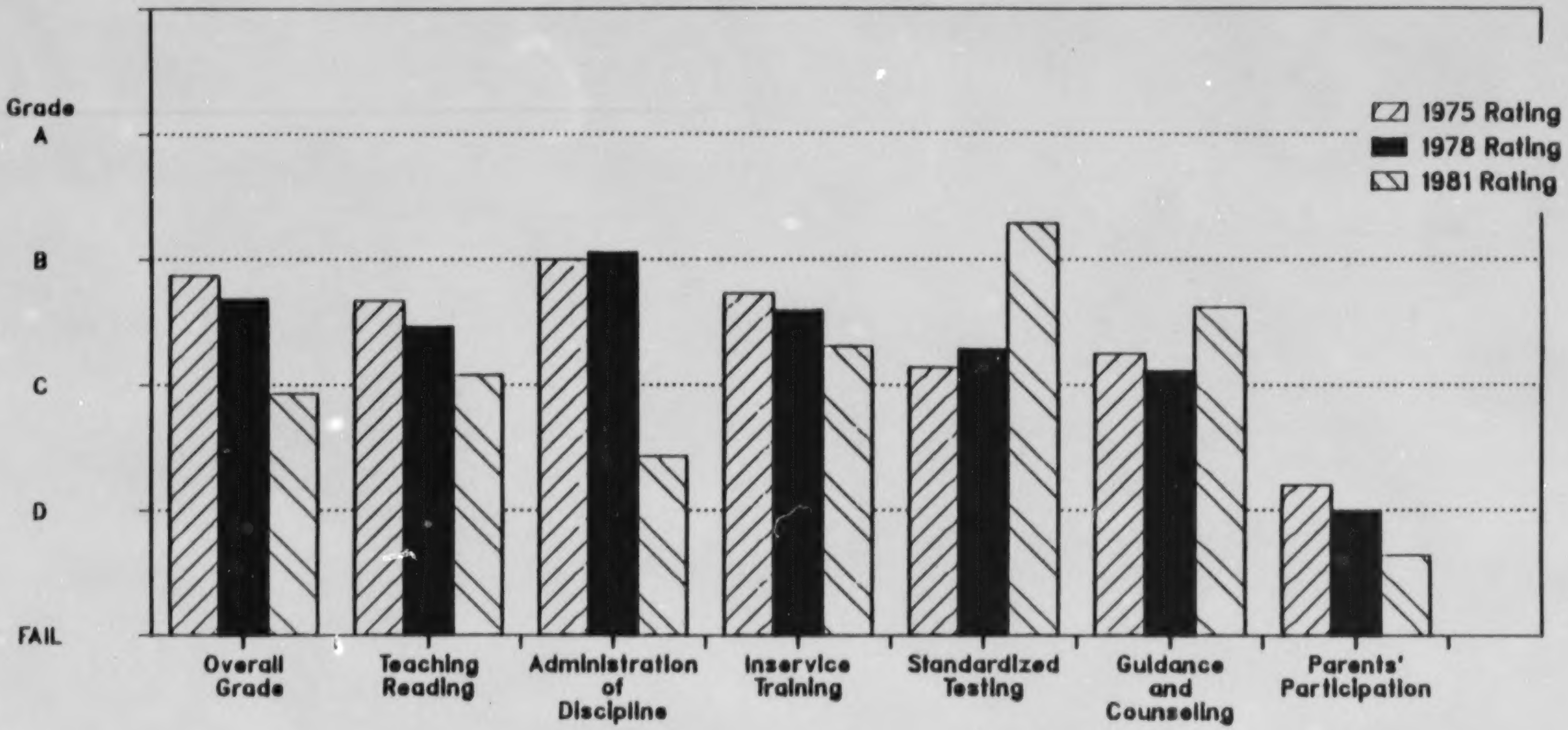


Assessment of Individual School's Delivery of
Court-Ordered Programs--Part II

*1978 RATINGS ARE RETROSPECTIVE.
1975 DATA MISSING.

5/82
U.S. DISTRICT COURT MONITORING COMMISSION
1981 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
FINNEY HIGH SCHOOL



Assessment of Individual School's Delivery of
Court–Ordered Programs––Part II

KETTERING HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1975-81

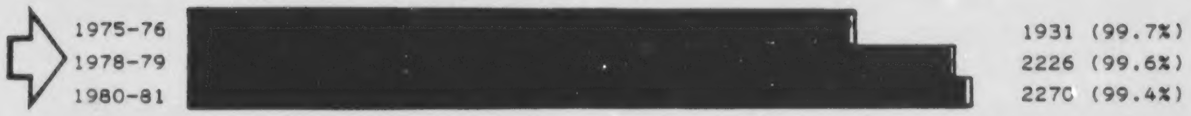
INDIVIDUAL SCHOOL PROFILE

OF

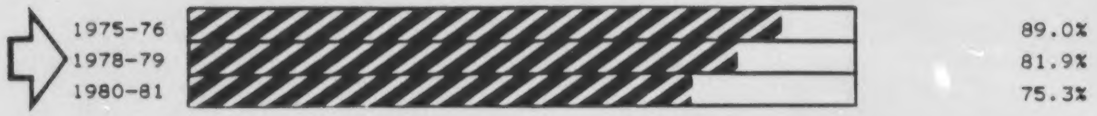
KETTERING HIGH SCHOOL

School Characteristics*

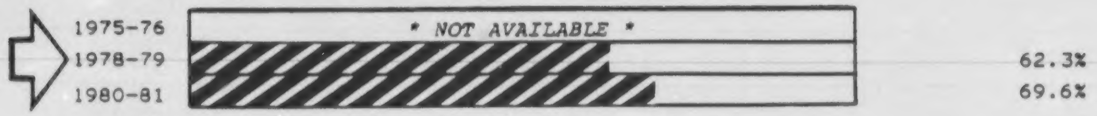
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81
392	1566	32	152

1980-81

ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
60	27	1506	125

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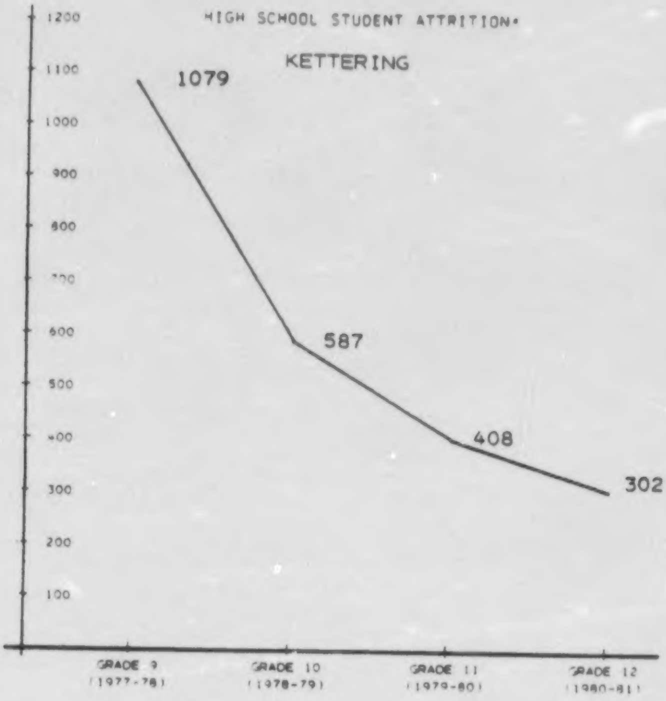
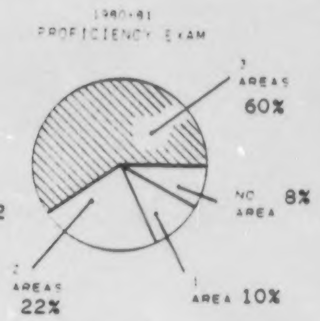
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

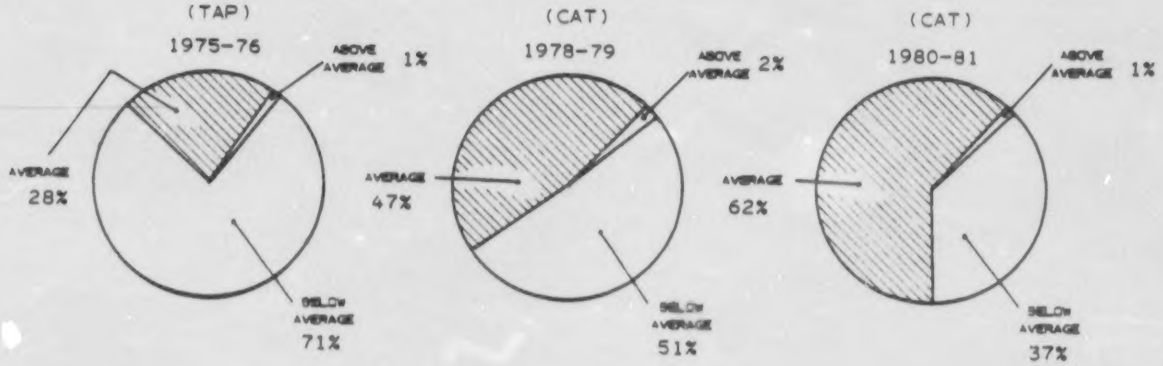
Assessment of Individual School's Delivery of Court-Ordered Programs—Part II



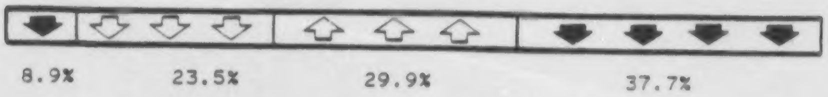


* See Section E below.

11TH GRADE READING ACHIEVEMENT 1975-1981



1980-81 GRADE 10 MEAP--READING*



CATEGORIES OF ACHIEVEMENT

*LEGEND ▼ 0-24% 1 ⇩ 25-49% 2 ⇧ 50-74% 3 ▼ 75-100% 4

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

KETTERING HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 1 (0) = 11 (-) = 3	- .13	(+) = 6 (0) = 4 (-) = 5	.07	(+) = 2 (0) = (-) = 4	-.33
INSERVICE TRAINING	(+) = 12 (0) = (-) =	1.0	(+) = 11 (0) = (-) = 1	.83	(+) = 3 (0) = (-) = 1	.50
VOCATIONAL EDUCATION	(+) = 5 (0) = 2 (-) =	.71	(+) = 5 (0) = 5 (-) =	.71	(+) = 4 (0) = (-) = 2	.33
SCHOOL-COMMUNITY RELATIONS	(+) = 6 (0) = 1 (-) = 2	.44	(+) = 5 (0) = 3 (-) = 1	.44	(+) = 4 (0) = (-) = 6	-.20
STUDENT CODE OF CONDUCT	(+) = 15 (0) = (-) = 1	.88	(+) = 14 (0) = (-) = 2	.75	(+) = 3 (0) = 1 (-) = 6	-.30
READING AND COMMUNICATION SKILLS	(+) = 3 (0) = (-) =	1.0	(+) = 3 (0) = (-) =	1.0	(+) = 4 (0) = (-) = 1	.60
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 5 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPUNSES TO CRITERIA-BASED ASSESSMENT.	.57
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.57
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

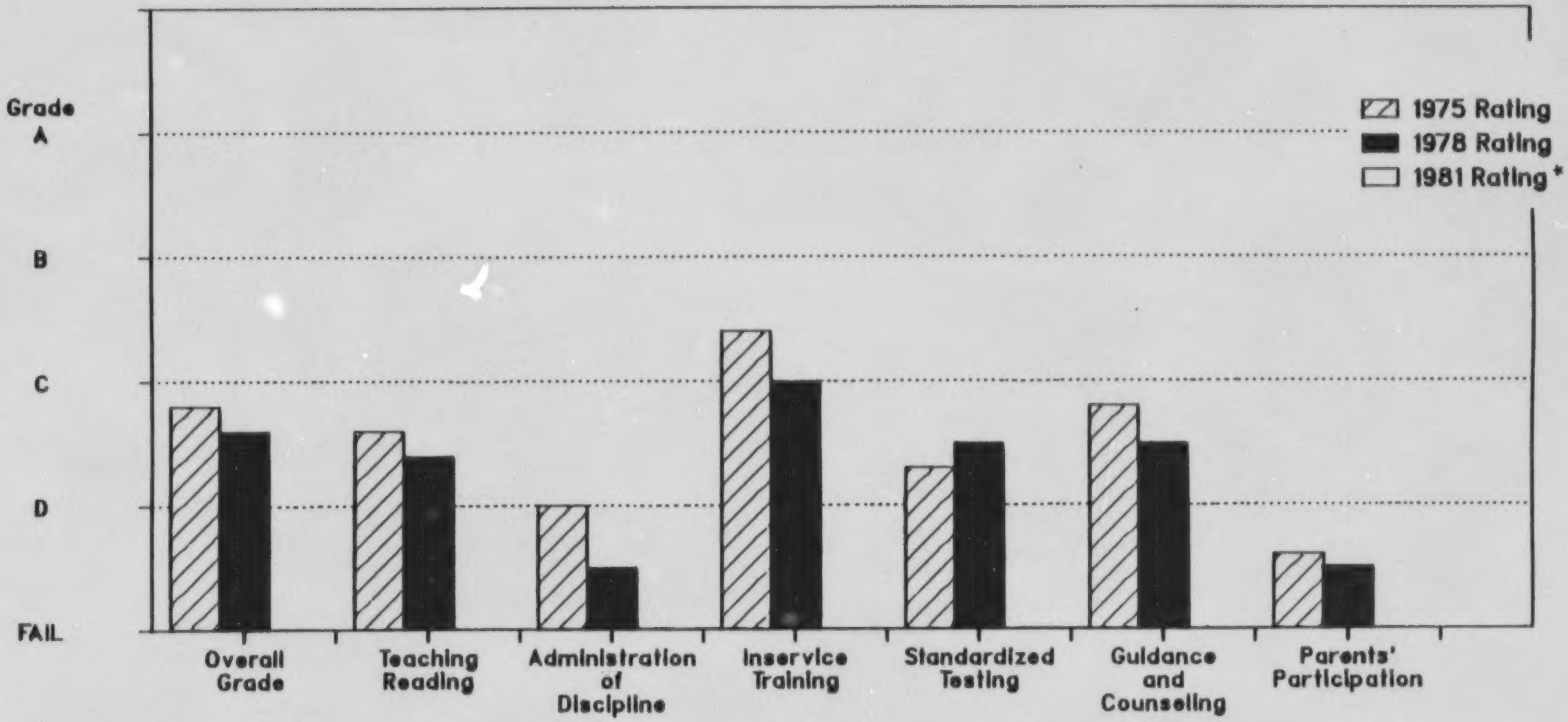
KETTERING HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 16 (0) = (-) =	1.0	(+) = 7 (0) = 2 (-) = 2	.45	(+) = 3 (0) = 11 (-) = 6	-.15
COUNSELING AND CAREER GUIDANCE	(+) = 31 (0) = 1 (-) =	.97	(+) = 24 (0) = 1 (-) = 4	.69	(+) = 26 (0) = 18 (-) = 7	.37
INSERVICE TRAINING	(+) = 26 (0) = (-) =	1.0	(+) = 14 (0) = (-) =	1.0	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 22 (0) = 1 (-) =	.96	(+) = 21 (0) = 1 (-) = 1	.87	(+) = 21 (0) = 2 (-) = 13	.22
SCHOOL-COMMUNITY RELATIONS	(+) = 48 (0) = (-) =	1.0	(+) = 42 (0) = 1 (-) = 3	.85	(+) = 8 (0) = 15 (-) = 1	.29
STUDENT CODE OF CONDUCT	(+) = 26 (0) = (-) =	1.0	(+) = 21 (0) = (-) =	1.0	(+) = 6 (0) = 2 (-) = 7	-.06
READING AND COMMUNICATION SKILLS	(+) = 25 (0) = (-) =	1.0	(+) = 13 (0) = 1 (-) = 1	.80	(+) = 7 (0) = 2 (-) = 6	.07
TESTING	(+) = 17 (0) = (-) =	1.0	(+) = 13 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.99
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.84
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.19

	-1.0	0	+1.0	
LEVEL I ⇩	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇧ LEVEL I
LEVEL II ⇩	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇧ LEVEL II
LEVEL III ⇩	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇧ LEVEL III

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
KETTERING HIGH SCHOOL



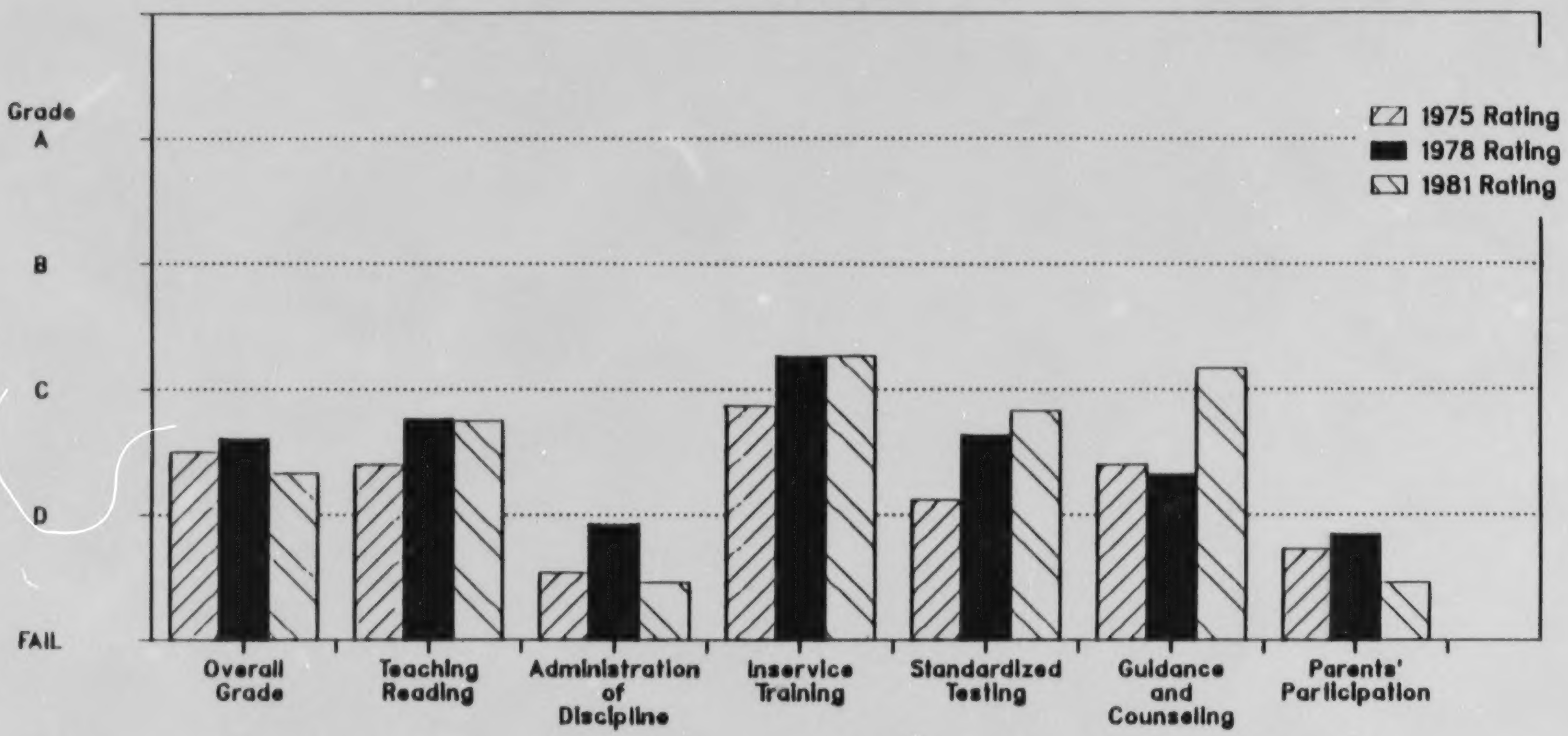
Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

*1981 DATA MISSING.

C-152

5/82
U.S. DISTRICT COURT MONITORING COMMISSION
1981 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
KETTERING HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

MARTIN LUTHER KING HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1975-81

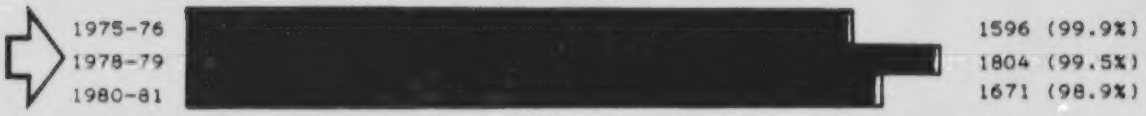
INDIVIDUAL SCHOOL PROFILE

OF

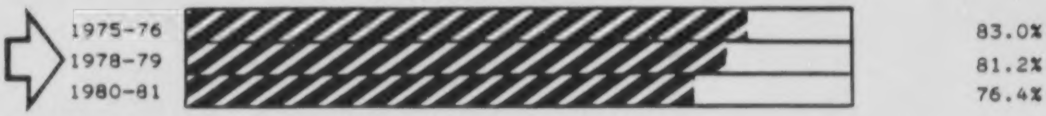
MARTIN LUTHER KING HIGH SCHOOL

School Characteristics*

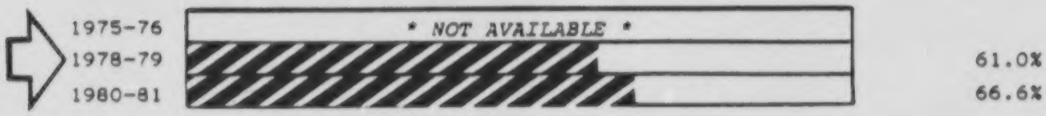
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81
2191	802	69	42

1980-81

ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
64	15	738	27

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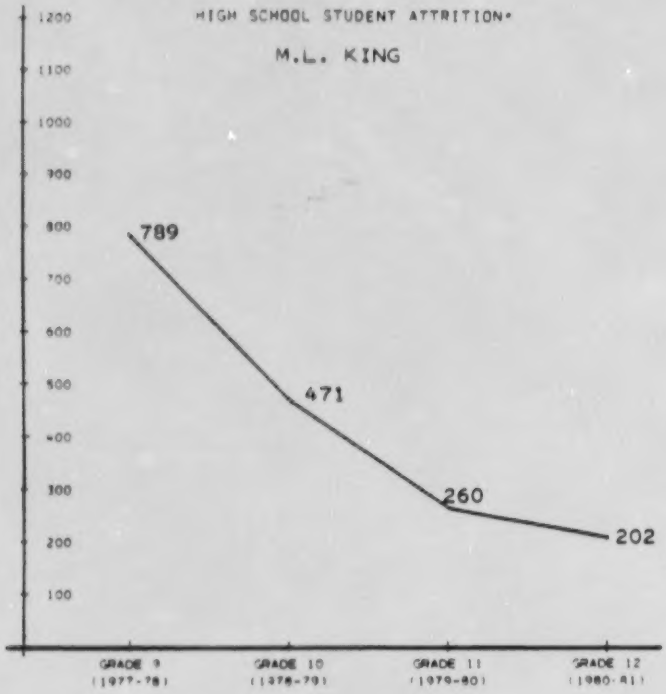
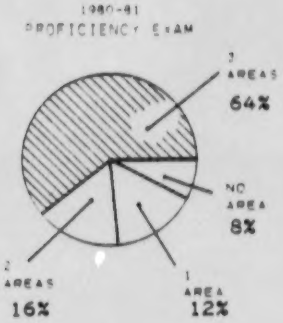
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

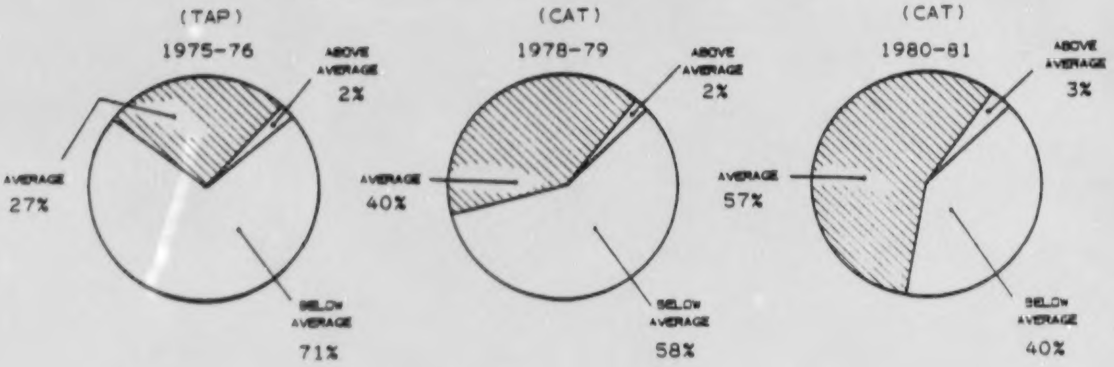
Assessment of Individual School's Delivery of Court-Ordered Programs—Part II



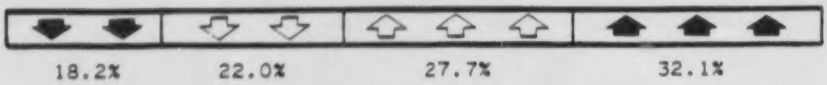


* See Section E below.

11TH GRADE READING ACHIEVEMENT 1975-1981



1980-81 GRADE 10 MEAP--READING*



CATEGORIES OF ACHIEVEMENT

*LEGEND 1 0-24% 2 25-49% 3 50-74% 4 75-100%

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

MARTIN LUTHER KING HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 11 (0) = 1 (-) = 3	.53	(+) = 8 (0) = 4 (-) = 3	.33	(+) = 3 (0) = (-) = 3	0.0
INSERVICE TRAINING	(+) = 11 (0) = (-) = 1	.83	(+) = 9 (0) = 1 (-) = 2	.58	(+) = 4 (0) = (-) =	1.0
VOCATIONAL EDUCATION	(+) = 7 (0) = (-) =	1.0	(+) = 5 (0) = 2 (-) =	.71	(+) = (0) = 6 (-) =	0.0
SCHOOL-COMMUNITY RELATIONS	(+) = 6 (0) = 1 (-) = 2	.44	(+) = 8 (0) = 1 (-) =	.89	(+) = 5 (0) = (-) = 5	0.0
STUDENT CODE OF CONDUCT	(+) = 15 (0) = (-) = 1	.88	(+) = 14 (0) = (-) = 2	.75	(+) = 4 (0) = (-) = 6	- .20
READING AND COMMUNICATION SKILLS	(+) = 3 (0) = (-) =	1.0	(+) = 3 (0) = (-) =	1.0	(+) = 4 (0) = (-) = 1	.60
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 4 (0) = 1 (-) =	.80	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.71
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.61
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE	ASSESSMENT INCOMPLETE	ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

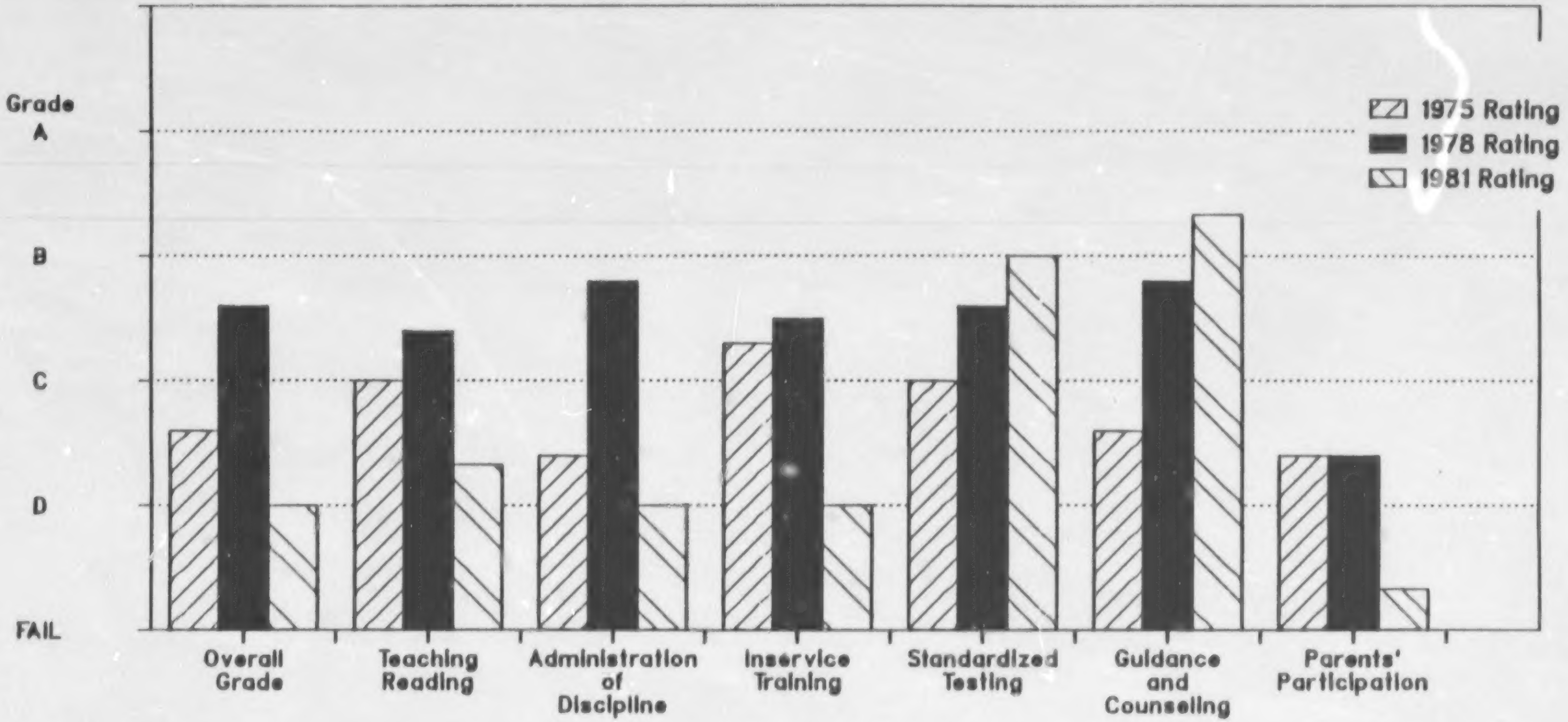
MARTIN LUTHER KING HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = 21 (-) =	0.0	(+) = (0) = 13 (-) =	0.0	(+) = (0) = 24 (-) =	0.0
COUNSELING AND CAREER GUIDANCE	(+) = 34 (0) = 1 (-) =	.97	(+) = 24 (0) = 2 (-) = 5	.61	(+) = 42 (0) = 5 (-) = 6	.68
INSERVICE TRAINING	(+) = 33 (0) = (-) =	1.0	(+) = 13 (0) = (-) = 3	.63	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 22 (0) = (-) = 1	.91	(+) = 16 (0) = 8 (-) = 6	.33
SCHOOL-COMMUNITY RELATIONS	(+) = 3 (0) = 45 (-) =	.06	(+) = 4 (0) = 43 (-) =	.09	(+) = 13 (0) = 7 (-) = 4	.38
STUDENT CODE OF CONDUCT	(+) = (0) = 26 (-) =	0.0	(+) = (0) = 16 (-) =	0.0	(+) = 6 (0) = 2 (-) = 7	-.07
READING AND COMMUNICATION SKILLS	(+) = (0) = 27 (-) =	0.0	(+) = (0) = 15 (-) =	0.0	(+) = 6 (0) = 2 (-) = 7	-.07
TESTING	(+) = (0) = 15 (-) =	0.0	(+) = (0) = 13 (-) =	0.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPUNSES TO CRITERIA-BASED ASSESSMENT.	.41
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.31
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.33

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

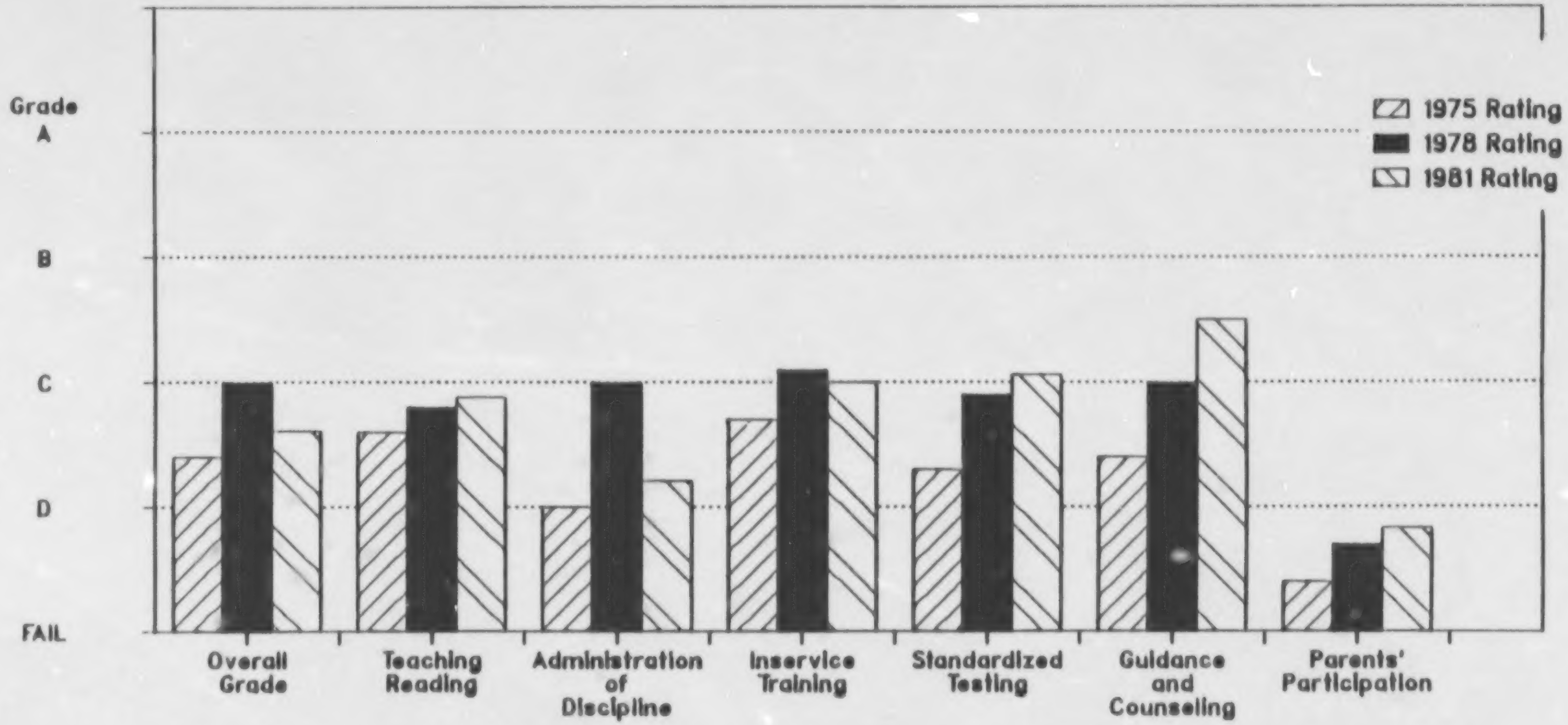
COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
M.L. KING HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

5/82
U.S. DISTRICT COURT MONITORING COMMISSION
1981 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
M.L. KING HIGH SCHOOL



Assessment of Individual School's Delivery of Court–Ordered Programs––Part II

SOUTHEASTERN HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1975-81

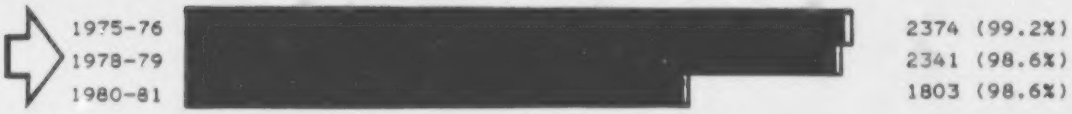
INDIVIDUAL SCHOOL PROFILE

OF

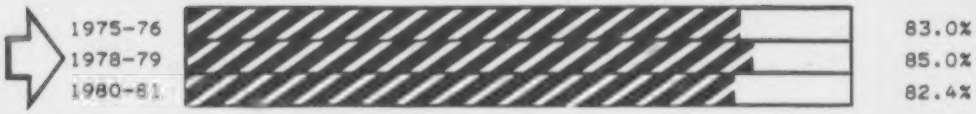
SOUTHEASTERN HIGH SCHOOL

School Characteristics*

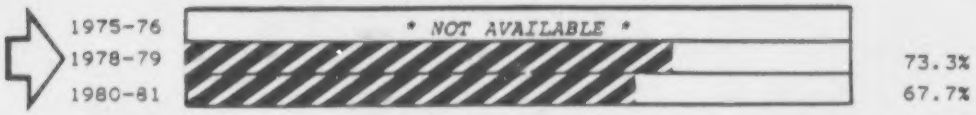
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81
17	777	38	46

1980-81

ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
80	9	697	37

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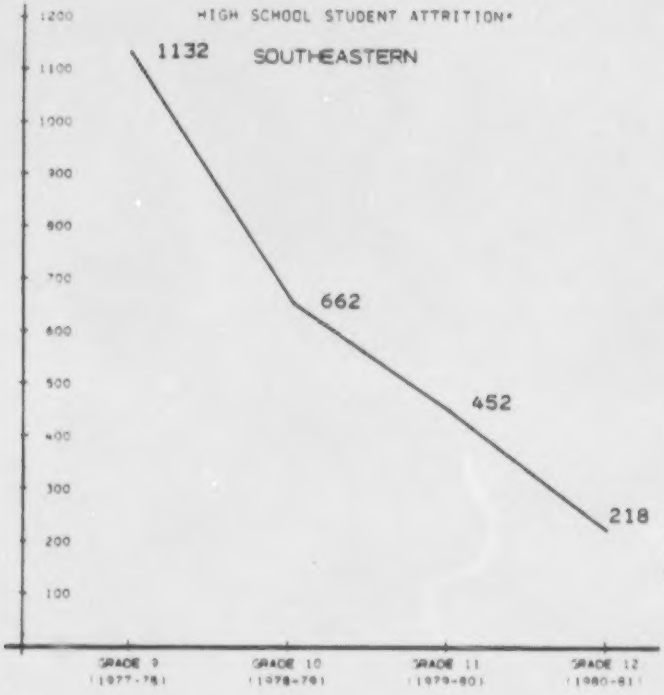
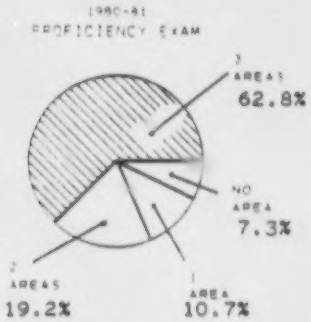
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

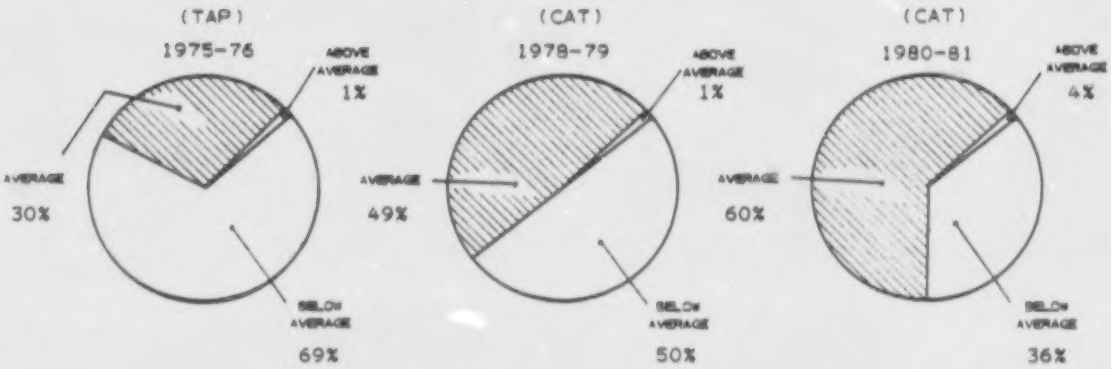
Assessment of Individual School's Delivery of Court-Ordered Programs—Part II



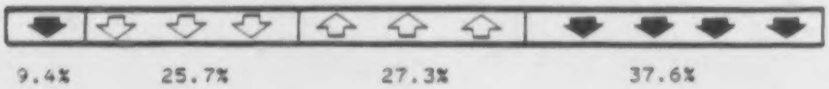


* See Section E below.

11TH GRADE READING ACHIEVEMENT 1975-1981



1980-81 GRADE 10 MEAP--READING*



CATEGORIES OF ACHIEVEMENT

*LEGEND ▼ 1 0-24% ▽ 2 25-49% △ 3 50-74% ▲ 4 75-100%

260

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

SOUTHEASTERN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 2 (0) = (-) =	1.0	(+) = (0) = (-) = 2	-1.0	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 12 (0) = 1 (-) = 2	.93	(+) = 8 (0) = 1 (-) = 6	.13	(+) = (0) = (-) = 6	-1.0
INSERVICE TRAINING	(+) = 10 (0) = (-) = 2	.67	(+) = 9 (0) = (-) = 3	.50	(+) = 3 (0) = (-) = 1	.50
VOCATIONAL EDUCATION	(+) = 7 (0) = (-) =	1.0	(+) = 3 (0) = 1 (-) = 3	0.0	(+) = 1 (0) = 5 (-) =	.17
SCHOOL-COMMUNITY RELATIONS	(+) = 7 (0) = (-) = 2	.56	(+) = 7 (0) = 1 (-) = 1	.67	(+) = 5 (0) = (-) = 5	0.0
STUDENT CODE OF CONDUCT	(+) = 15 (0) = 1 (-) =	.94	(+) = 14 (0) = 1 (-) = 1	.81	(+) = 4 (0) = 2 (-) = 4	0.0
READING AND COMMUNICATION SKILLS	(+) = 3 (0) = (-) =	1.0	(+) = 2 (0) = 1 (-) =	.67	(+) = 5 (0) = (-) =	1.0
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 5 (0) = (-) =	1.0	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.80
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.46
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF :

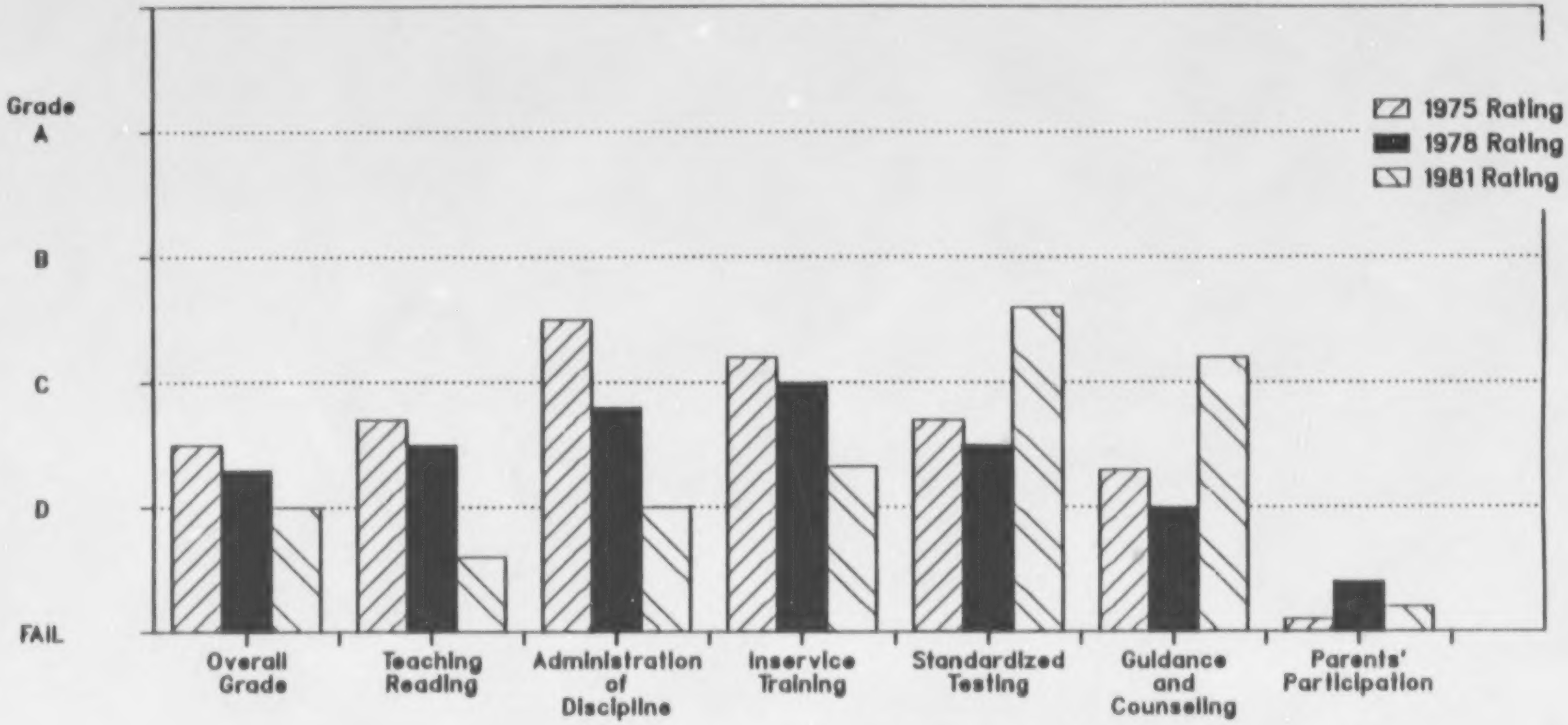
SOUTHEASTERN HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 12 (0) = 1 (-) = 2	.67	(+) = 2 (0) = 9 (-) = 2	0.0	(+) = (0) = 24 (-) =	0.0
COUNSELING AND CAREER GUIDANCE	(+) = 31 (0) = 1 (-) =	.97	(+) = 25 (0) = 1 (-) = 3	.76	(+) = 20 (0) = 10 (-) = 23	-.06
INSERVICE TRAINING	(+) = 33 (0) = (-) =	1.0	(+) = 7 (0) = 5 (-) = 9	-.10	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 20 (0) = (-) = 3	.74	(+) = 13 (0) = 17 (-) = 8	.13
SCHOOL-COMMUNITY RELATIONS	(+) = 39 (0) = 3 (-) = 5	.72	(+) = 28 (0) = 3 (-) = 15	.28	(+) = 15 (0) = 4 (-) = 5	.42
STUDENT CODE OF CONDUCT	(+) = 22 (0) = 5 (-) =	.81	(+) = 15 (0) = 5 (-) = 1	.67	(+) = 5 (0) = 1 (-) = 9	-.27
READING AND COMMUNICATION SKILLS	(+) = 20 (0) = 9 (-) = 1	.63	(+) = 10 (0) = 4 (-) = 1	.60	(+) = 7 (0) = 3 (-) = 5	.13
TESTING	(+) = 16 (0) = (-) =	1.0	(+) = 4 (0) = 2 (-) = 7	-.23	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.84
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.39
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.06

	-1.0	0	+1.0	
LEVEL I ⇦	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇨ LEVEL I
LEVEL II ⇦	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇨ LEVEL II
LEVEL III ⇦	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇨ LEVEL III

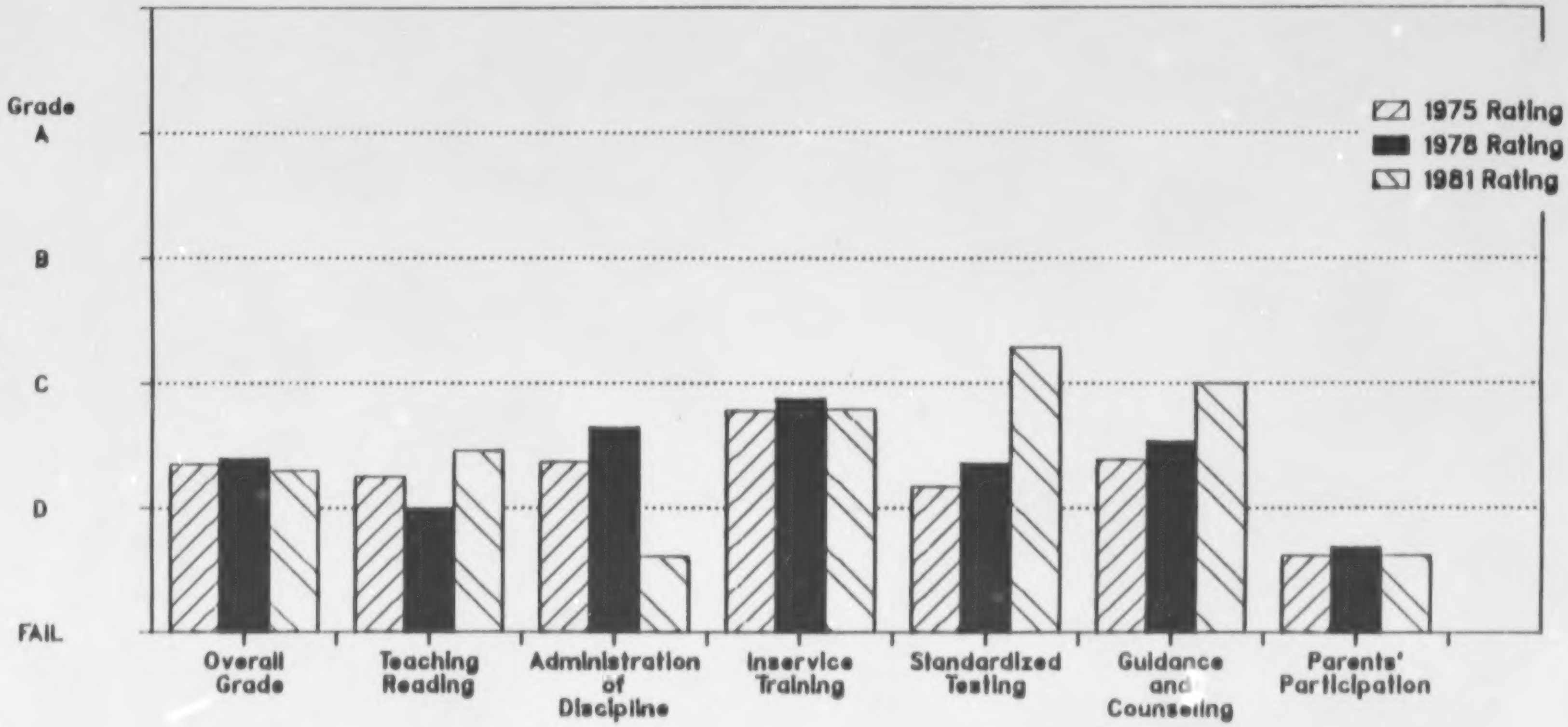
COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
SOUTHEASTERN HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs—Part II

5/82
U.S. DISTRICT COURT MONITORING COMMISSION
1981 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
SOUTHEASTERN HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

CASS TECHNICAL HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

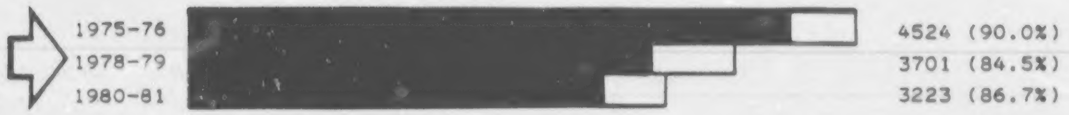
1975-81

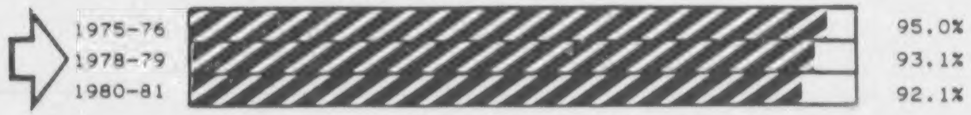
INDIVIDUAL SCHOOL PROFILE

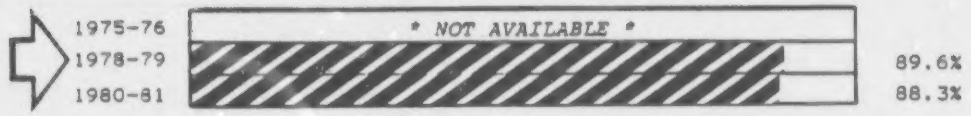
OF

CASS TECHNICAL HIGH SCHOOL

School Characteristics*


MEMBERSHIP (% BLACK)


AVERAGE RECORD PERIOD ATTENDANCE


AVERAGE CLASSROOM ATTENDANCE

EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81
170	548	13	13

1980-81

ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
19	9	529	4

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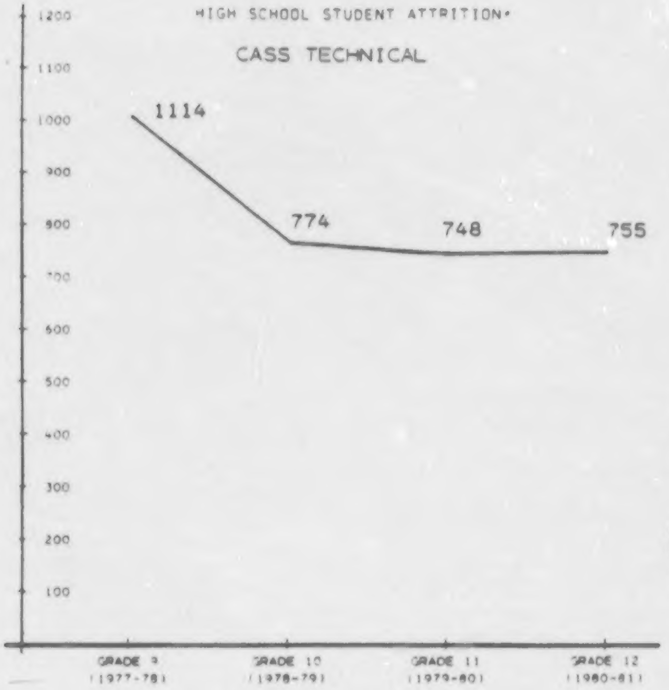
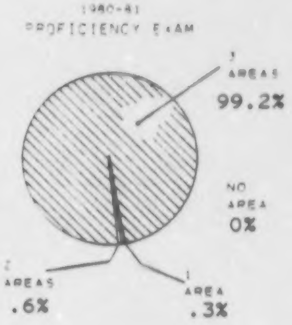
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

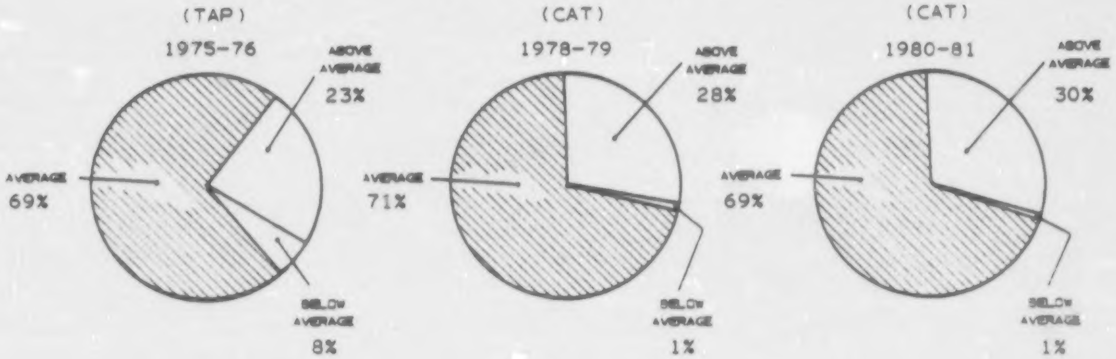
Assessment of Individual School's Delivery of Court-Ordered Programs—Part II

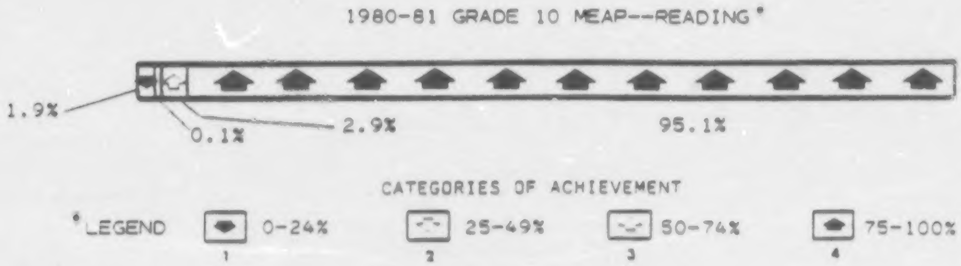




* See Section E below.

11TH GRADE READING ACHIEVEMENT 1975-1981





U.S. DISTRICT COURT MONITORING COMMISSION

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

CASS TECHNICAL HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 1 (0) = 3 (-) =	.25	(+) = (0) = 2 (-) = 2	-.50	(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = 9 (0) = 3 (-) = 3	.40	(+) = 6 (0) = 4 (-) = 5	.07	(+) = 4 (0) = (-) = 2	.33
INSERVICE TRAINING	(+) = 10 (0) = (-) = 2	.67	(+) = 8 (0) = (-) = 4	.33	(+) = 2 (0) = (-) = 2	0.0
VOCATIONAL EDUCATION	(+) = 6 (0) = (-) = 1	.71	(+) = 6 (0) = (-) = 1	.71	(+) = 6 (0) = (-) =	1.0
SCHOOL-COMMUNITY RELATIONS	(+) = 6 (0) = 1 (-) = 2	.44	(+) = 6 (0) = 3 (-) =	.67	(+) = 6 (0) = (-) = 4	.20
STUDENT CODE OF CONDUCT	(+) = 14 (0) = 1 (-) = 1	.81	(+) = 13 (0) = 1 (-) = 1	.69	(+) = 7 (0) = 1 (-) = 2	.50
READING AND COMMUNICATION SKILLS	(+) = 3 (0) = (-) =	1.0	(+) = 2 (0) = 1 (-) =	.67	(+) = 2 (0) = (-) = 3	- .20
TESTING	(+) = 5 (0) = (-) =	1.0	(+) = 4 (0) = 1 (-) =	.80	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.63
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.44
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

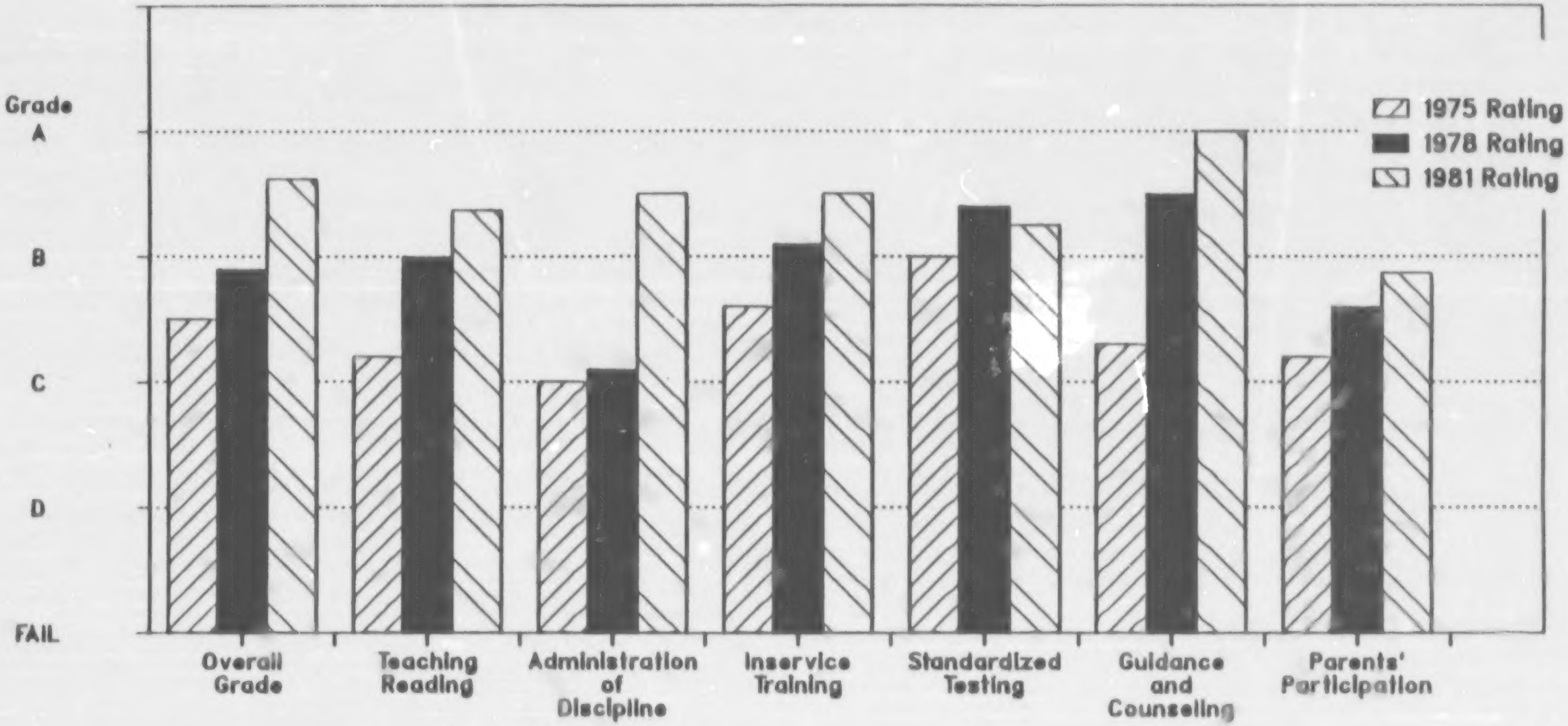
CASS TECHNICAL HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = 19 (0) = (-) =	0.0	(+) = 1 (0) = 4 (-) = 6	-.45	(+) = 2 (0) = 11 (-) = 11	-.38
COUNSELING AND CAREER GUIDANCE	(+) = 35 (0) = (-) =	1.0	(+) = 29 (0) = 2 (-) =	.94	(+) = 41 (0) = 5 (-) = 7	.64
INSERVICE TRAINING	(+) = 33 (0) = (-) =	1.0	(+) = 14 (0) = (-) =	1.0	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 23 (0) = (-) =	1.0	(+) = 18 (0) = (-) = 5	.57	(+) = 18 (0) = 10 (-) = 8	.27
SCHOOL-COMMUNITY RELATIONS	(+) = 41 (0) = (-) = 2	.91	(+) = 37 (0) = (-) = 5	.76	(+) = 16 (0) = 3 (-) = 5	.46
STUDENT CODE OF CONDUCT	(+) = 25 (0) = (-) =	1.0	(+) = 15 (0) = 2 (-) = 3	.60	(+) = 8 (0) = 2 (-) = 5	.20
READING AND COMMUNICATION SKILLS	(+) = 26 (0) = (-) =	1.0	(+) = 14 (0) = (-) = 1	.87	(+) = 11 (0) = 4 (-) =	.73
TESTING	(+) = 14 (0) = 1 (-) =	.93	(+) = 12 (0) = (-) = 1	.85	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.98
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.70
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.36

	-1.0	0	+1.0	
LEVEL I ⇦	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇨ LEVEL I
LEVEL II ⇦	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇨ LEVEL II
LEVEL III ⇦	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇨ LEVEL III

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
CASS TECHNICAL HIGH SCHOOL



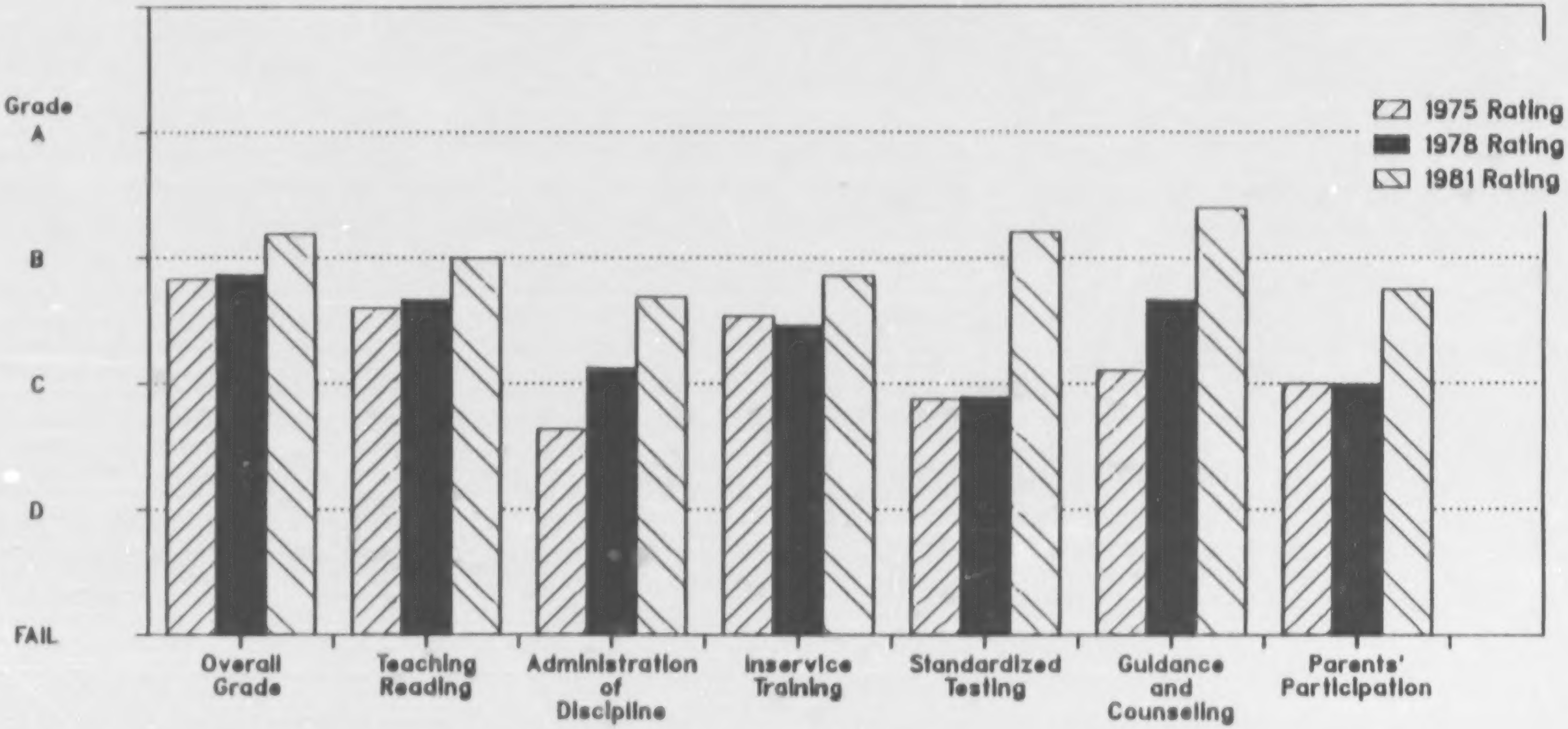
Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

C-176

272

3/82
U.S. DISTRICT COURT MONITORING COMMISSION
1981 DETROIT HIGH SCHOOL PROFILES

TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
CASS TECHNICAL HIGH SCHOOL



Assessment of Individual School's Delivery of
Court-Ordered Programs--Part II

RENAISSANCE HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1975-81

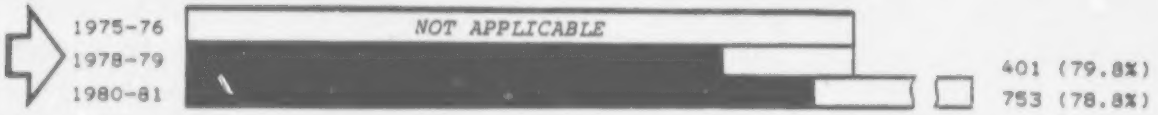
INDIVIDUAL SCHOOL PROFILE

OF

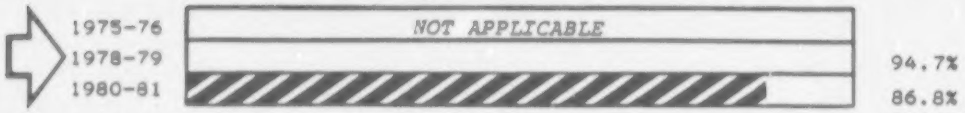
RENAISSANCE HIGH SCHOOL

School Characteristics*

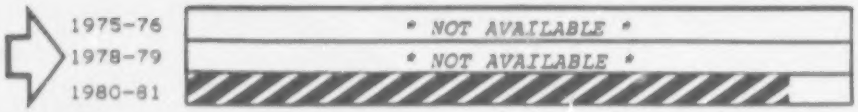
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81
2	99	0	1

1980-81

ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
15	0	84	1

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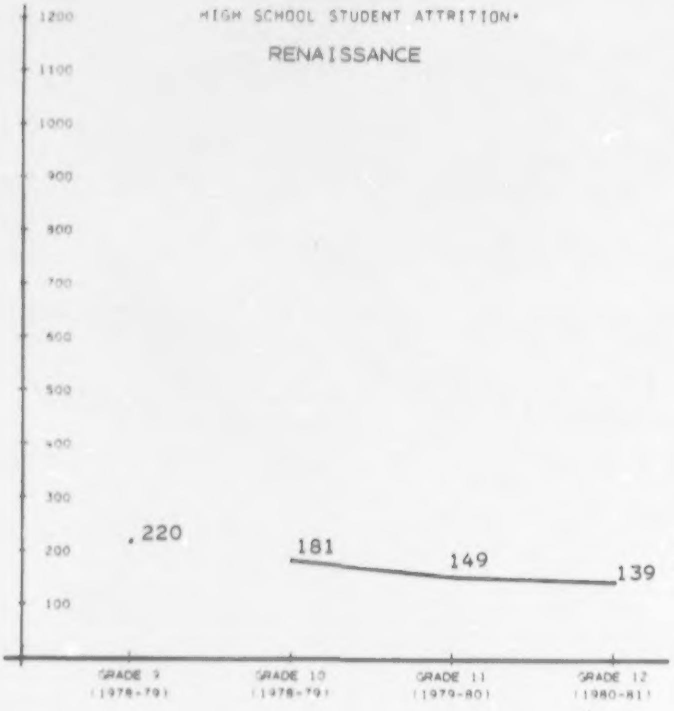
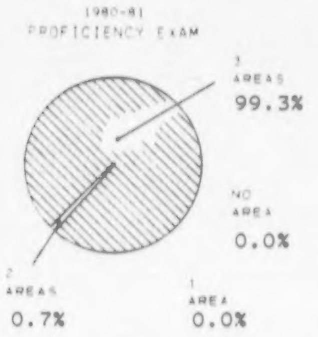
* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

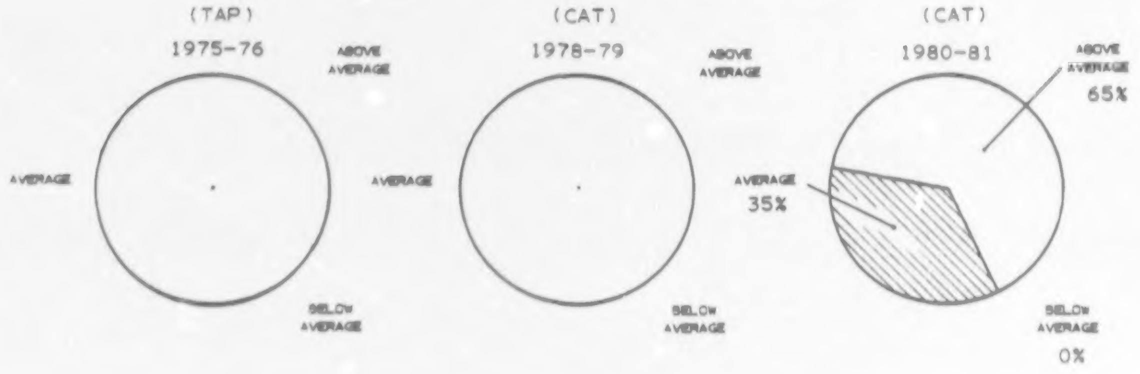
Assessment of Individual School's Delivery of Court-Ordered Programs--Part II



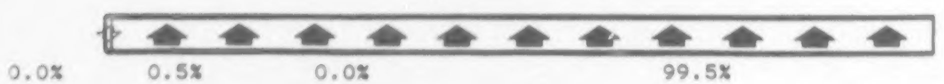


* See Section E below.

11TH GRADE READING ACHIEVEMENT 1975-1981



1980-81 GRADE 10 MEAP--READING*



CATEGORIES OF ACHIEVEMENT

*LEGEND ▨ 0-24% (1) ▨ 25-49% (2) ▨ 50-74% (3) ▨ 75-100% (4)

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

RENAISSANCE HIGH SCHOOL

(MISSING DATA)

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
INSERVICE TRAINING	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
SCHOOL-COMMUNITY RELATIONS	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
STUDENT CODE OF CONDUCT	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
READING AND COMMUNICATION SKILLS	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
TESTING	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	☐
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	☐
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	☐

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE	ASSESSMENT INCOMPLETE	ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF

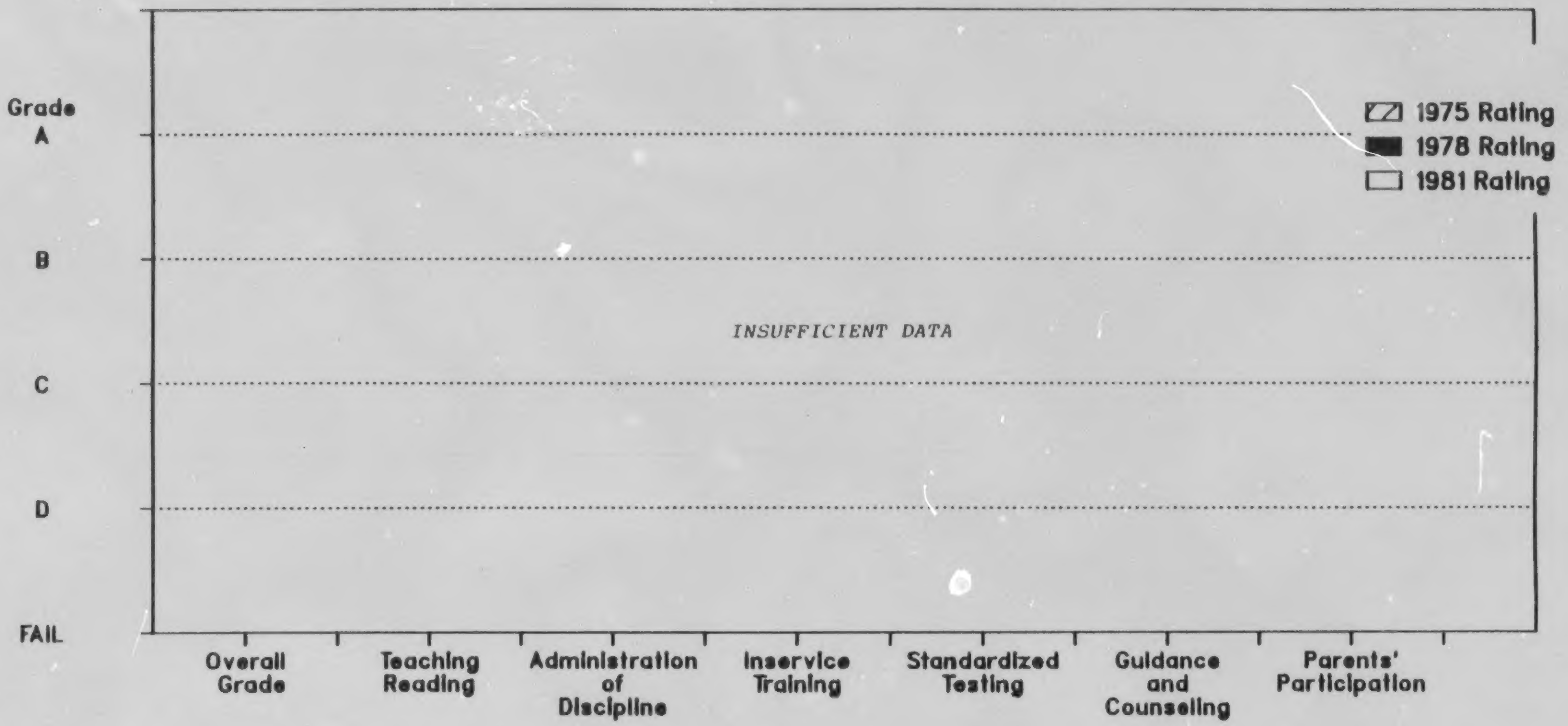
RENAISSANCE HIGH SCHOOL

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = 21 (-) =	0.0	(+) = (0) = 13 (-) =	0.0	(+) = (0) = 24 (-) =	0.0
COUNSELING AND CAREER GUIDANCE	(+) = 28 (0) = 3 (-) = 6	.90	(+) = 22 (0) = 4 (-) = 2	.71	(+) = 45 (0) = 3 (-) = 5	.75
INSERVICE TRAINING	(+) = 26 (0) = (-) =	1.0	(+) = 10 (0) = (-) = 7	.18	(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = 2 (0) = 21 (-) =	.09	(+) = (0) = 22 (-) = 1	-.04	(+) = 5 (0) = 1 (-) = 5	0.0
SCHOOL-COMMUNITY RELATIONS	(+) = 48 (0) = (-) =	1.0	(+) = 38 (0) = (-) = 8	.65	(+) = 19 (0) = 2 (-) = 3	.67
STUDENT CODE OF CONDUCT	(+) = 24 (0) = (-) =	1.0	(+) = 19 (0) = 2 (-) =	.90	(+) = 10 (0) = 4 (-) = 1	.60
READING AND COMMUNICATION SKILLS	(+) = 12 (0) = (-) =	1.0	(+) = 7 (0) = (-) =	1.0	(+) = 8 (0) = (-) =	1.0
TESTING	(+) = 17 (0) = (-) =	1.0	(+) = 12 (0) = (-) = 1	.85	(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	.78
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	.53
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	.54

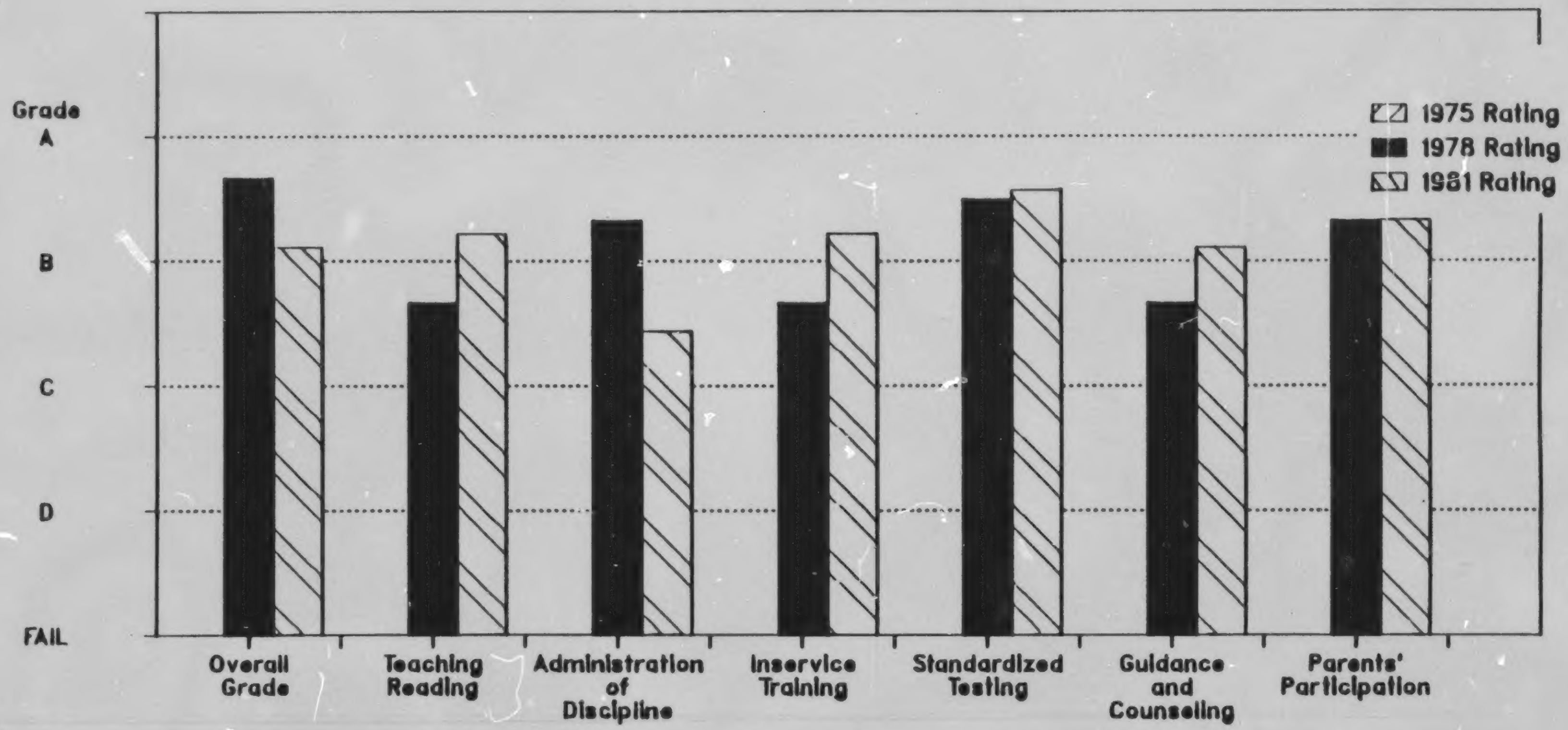
	-1.0	0	+1.0	
LEVEL I ⇦	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇨ LEVEL I
LEVEL II ⇦	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇨ LEVEL II
LEVEL III ⇦	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇨ LEVEL III

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
RENAISSANCE HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs—Part II

TEACHER RATINGS OF THE
DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
RENAISSANCE HIGH SCHOOL



Assessment of Individual School's Delivery of
Court-Ordered Programs---Part II

*1975 DATA NOT AVAILABLE.

AERO MECHANICS HIGH SCHOOL

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1975-81

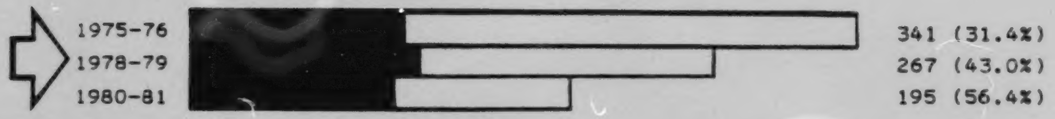
INDIVIDUAL SCHOOL PROFILE

OF

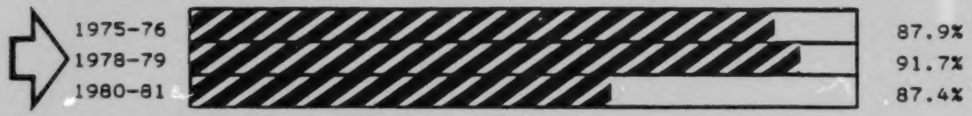
AERO MECHANICS HIGH SCHOOL

School Characteristics*

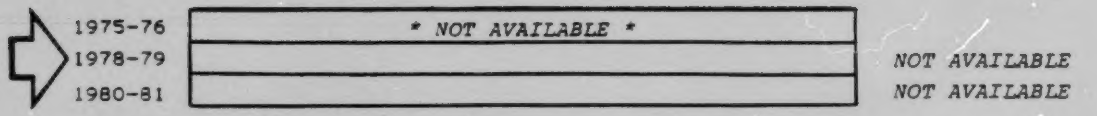
MEMBERSHIP (% BLACK)



AVERAGE RECORD PERIOD ATTENDANCE



AVERAGE CLASSROOM ATTENDANCE



EXCLUSIONS		SUSPENSIONS	
1978-79	1980-81	1978-79	1980-81
13	29	1	0

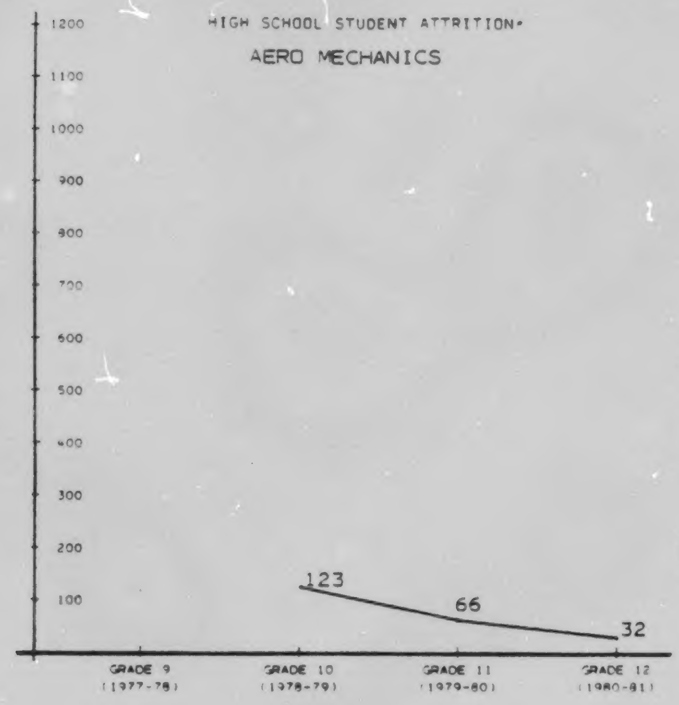
1980-81

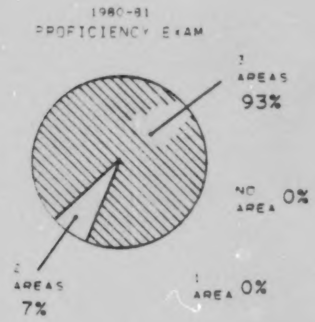
ILLEGAL BEHAVIOR		GENERAL PROHIBITED	
EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
10	19	0	0

---

* SOURCES: ALL DATA REGARDING SCHOOL CHARACTERISTICS HAVE BEEN COMPILED FROM OFFICIAL DETROIT PUBLIC SCHOOLS RECORDS AND REPORTS.

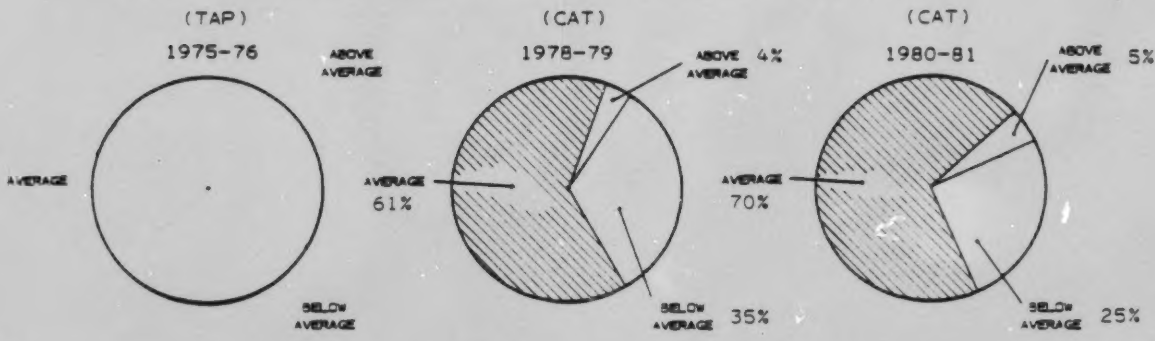
Assessment of Individual School's Delivery of Court-Ordered Programs--Part II



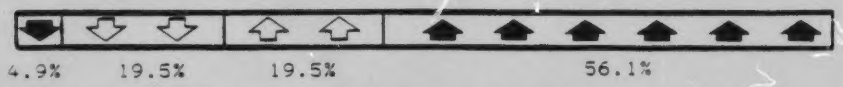


* See Section E below.

11TH GRADE READING ACHIEVEMENT 1975-1981



1980-81 GRADE 10 MEAP--READING*



CATEGORIES OF ACHIEVEMENT

*LEGEND ▼ 0-24% (1) ⇩ 25-49% (2) ⇧ 50-74% (3) ▲ 75-100% (4)

Assessment of Individual School's Delivery of Court-Ordered Programs--Part I

1978-79

CRITERIA-BASED ASSESSMENT INDICES OF:

AERO MECHANICS HIGH SCHOOL

(MISSING DATA)

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
INSERVICE TRAINING	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
SCHOOL-COMMUNITY RELATIONS	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
STUDENT CODE OF CONDUCT	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
READING AND COMMUNICATION SKILLS	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
TESTING	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	☐
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	☐
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	☐

	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

1980-81

CRITERIA-BASED ASSESSMENT INDICES OF:

AERO MECHANICS HIGH SCHOOL

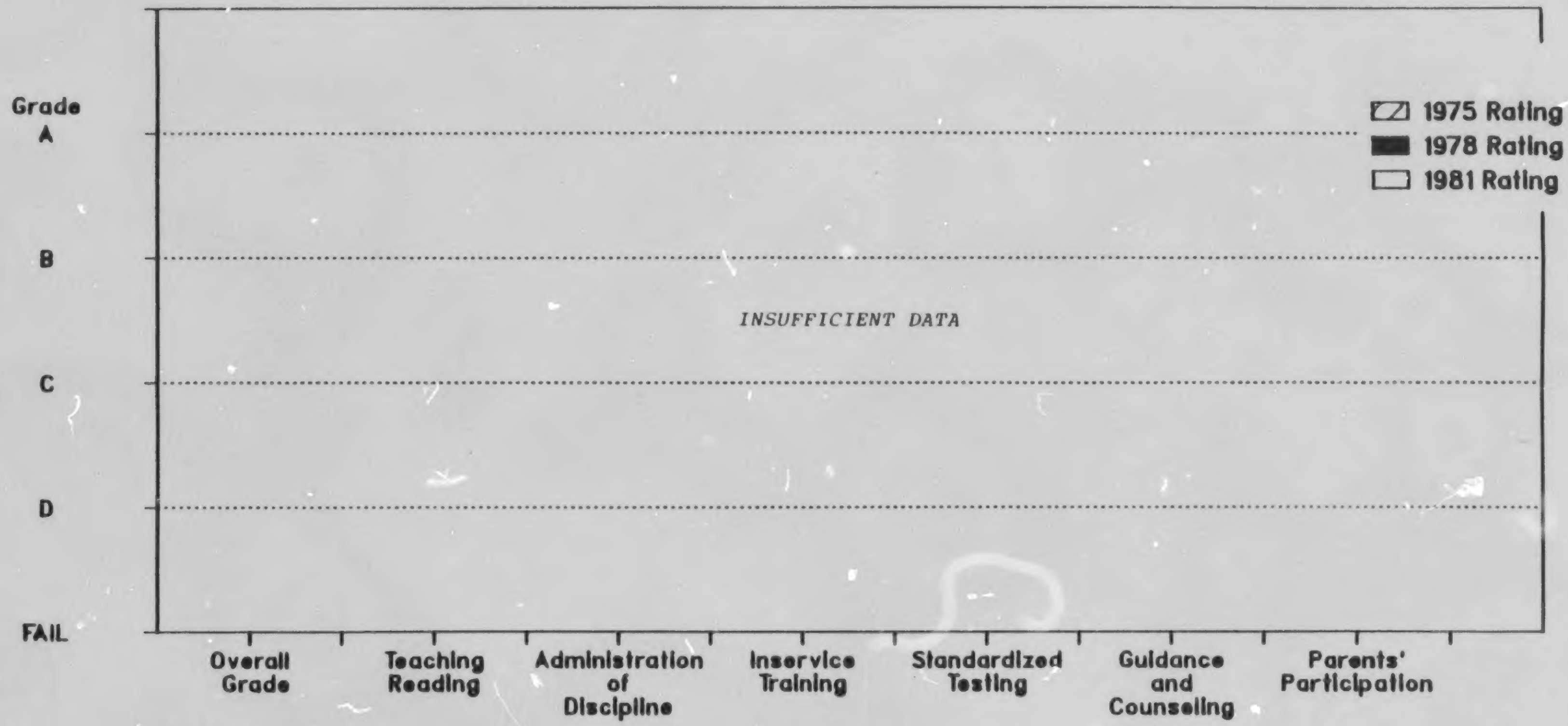
(MISSING DATA)

COMPONENT	ABILITY TO RESPOND		ADEQUACY OF RESPONSE		COMPLIANCE WITH CRITERIA	
	LINE TOTAL	INDEX I.	LINE TOTAL	INDEX II.	LINE TOTAL	INDEX III.
BILINGUAL EDUCATION	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
COUNSELING AND CAREER GUIDANCE	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
INSERVICE TRAINING	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
VOCATIONAL EDUCATION	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
SCHOOL-COMMUNITY RELATIONS	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
STUDENT CODE OF CONDUCT	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
READING AND COMMUNICATION SKILLS	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	
TESTING	(+) = (0) = (-) =		(+) = (0) = (-) =		(+) = (0) = (-) =	

INDEX I. ASSESSMENT	⇨	ABILITY OF SCHOOL TO PROVIDE RESPONSES TO CRITERIA-BASED ASSESSMENT.	☐
INDEX II. ASSESSMENT	⇨	ADEQUACY OF SCHOOL'S RESPONSES TO CRITERIA-BASED ASSESSMENT.	☐
INDEX III. ASSESSMENT	⇨	ASSESSMENT OF COMPLIANCE WITH SPECIFIC CRITERIA.	☐

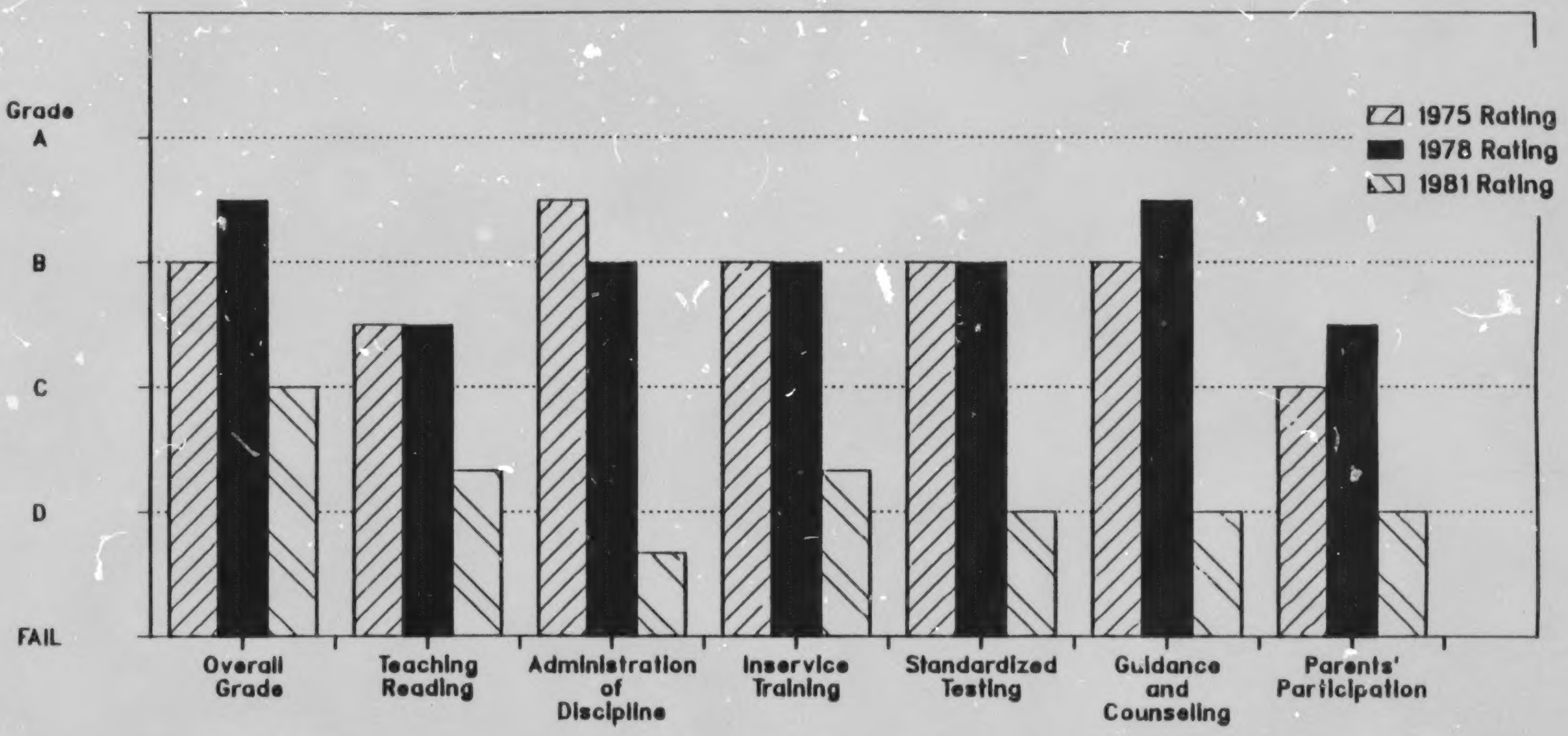
	-1.0	0	+1.0	
LEVEL I ⇨	UNABLE TO RESPOND	EQUIVOCAL OR ASSESSMENT INCOMPLETE	ABLE TO RESPOND	⇦ LEVEL I
LEVEL II ⇨	INADEQUATE RESPONSE		ADEQUATE RESPONSE	⇦ LEVEL II
LEVEL III ⇨	DOES NOT MEET SPECIFIC CRITERIA		MEETS SPECIFIC CRITERIA	⇦ LEVEL III

COUNSELOR RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81
AERO MECHANICS HIGH SCHOOL



Assessment of Individual School's Delivery of Court–Ordered Programs––Part II

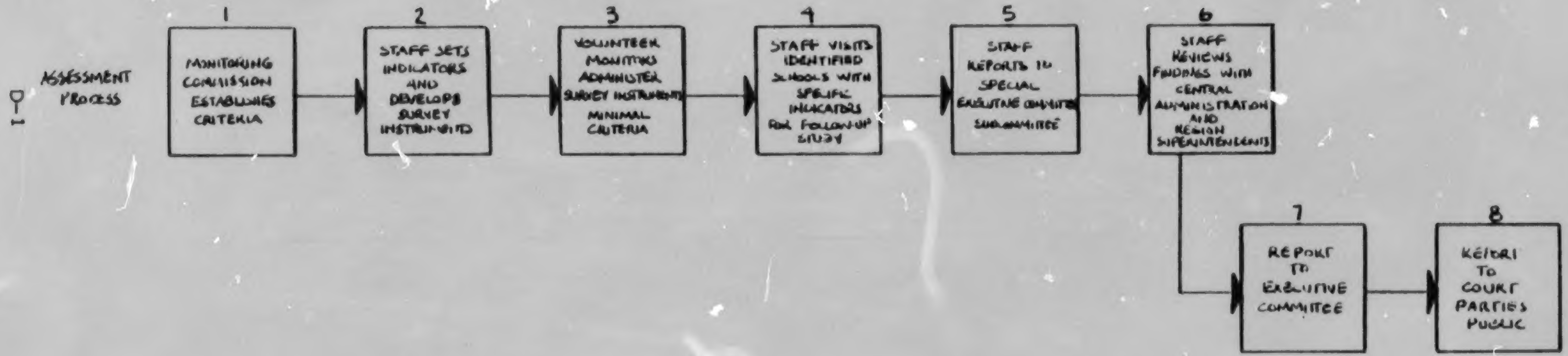
TEACHER RATINGS OF THE DETROIT PUBLIC HIGH SCHOOLS 1975-76 TO 1980-81 AERO MECHANICS HIGH SCHOOL



Assessment of Individual School's Delivery of Court-Ordered Programs--Part II

U.S. DISTRICT COURT MONITORING COMMISSION

SCHEMATIC FOR ASSESSMENT OF INDIVIDUAL HIGH SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS


ASSESSMENT PROCESS
1
MONITORING COMMISSION ESTABLISHES CRITERIA
2
STAFF SETS INDICATORS AND DEVELOPS SURVEY INSTRUMENTS
3
VOLUNTEER MONITORS ADMINISTER SURVEY INSTRUMENTS MINIMAL CRITERIA
4
STAFF VISITS IDENTIFIED SCHOOLS WITH SPECIFIC INDICATORS FOR FOLLOW-UP STUDY
5
STAFF REPORTS TO SPECIAL EXECUTIVE COMMITTEE SUBCOMMITTEE
6
STAFF REVIEWS FINDINGS WITH CENTRAL ADMINISTRATION AND REGION SUPERINTENDENTS
7
REPORT TO EXECUTIVE COMMITTEE
8
REPORT TO COURT PARTIES PUBLIC

10/79

HIGH SCHOOL CRITERIA

Detroit School District
United States District Court
Monitoring Commission

1008 Federal Building, Detroit, Michigan 48226
226-6363

7 November 1978

To All Region Superintendents and High School Principals:

The enclosed "Criteria for Assessment of Individual School's Delivery of Court-Ordered Programs" and the accompanying Schematic were adopted by the Monitoring Commission on 1 November 1978.

As you may know, it is the Commission's intention to apply these criteria initially in the assessment of high schools. This program is now underway. We hope to discover through this process what problems are being encountered. We also expect, on the other hand, to focus attention on successful schools and programs.

The set of materials enclosed outlines the criteria the Commission will apply. Criteria are presented, by component, in an arrangement intended to assist us in the identification process:

A. (Column 1) identifies the "broad criteria" indicated by the goals of the court's orders. These serve as the basis for

B. (Column 2) the "minimal criteria for the initial assessment of schools." These criteria will be used to design monitor's visits wherein documents will be gathered, opinion surveys will be distributed, and interviews will be given. From this data staff will determine which schools require further investigation and

C. (Column 3) "staff action for further assessment of individual schools." If, for instance, the data, lists of members, or other indicators of criteria satisfaction collected by monitors visits shows the need for further assessment, staff will operate to collect more data, analyze records, or perform on-site visits as indicated.

The results of these investigations will be transmitted to the "special committee" as shown on the enclosed schematic. This committee will review staff findings and report to the Executive Committee.

We hope that this program will result in our being able to supply the school system and parties to the case with information that will assist them in further improvement of Detroit's schools. If you have any questions or suggestions please contact me.

Yours truly,

Kenneth A. Harris
Executive Director

cc: Dr. Arthur Jefferson
Detroit Board of Education
Parties to the Case

Detroit School District
United States District Court
Monitoring Commission

1000 Federal Building, Detroit, Michigan 48226
226-6363

27 November 1979

TO ALL DETROIT HIGH SCHOOL PRINCIPALS:

A copy of our next school survey instrument is enclosed. This questionnaire will be taken to each high school by our volunteer monitors. It will be administered by two monitors in each school. They will set appointments in order to interview Principals as well as English and Counseling department heads. It would be helpful, and save your time, if the information requested herein could be assembled in advance in preparation for the interviews. This survey will begin on 6 December and be completed by 20 December.

You will note that several of the items requested herein may have been previously submitted by your school. In cases where we have received these items, and where they are current, the monitors will be instructed not to collect them in your school. From some high schools, for example, we have received current copies of the "Guidance and Counseling Department Plans and Goals." These will not be sought again.

Thank you for your continued cooperation. If you have any questions please contact me.

Yours truly,

Kenneth A. Harris
Executive Director

KAH:wh

enclosure

cc: Dr. Norman V. Fuqua
Region Superintendents

Detroit School District
United States District Court
Monitoring Commission

Executive Plaza Building
Suite M 116, 1200 Sixth Street, Detroit, Michigan 48226
(313) 226-6363

20 May 1981

Dr. Norman V. Fuqua
Executive Deputy Superintendent
Detroit Public Schools
5057 Woodward Avenue
Detroit, Michigan 48202

Dear Dr. Fuqua:

Pursuant to our agreement to keep you abreast of our monitoring activities, I would like to inform you that we are beginning our monitoring of high schools toward the preparation of another criteria-based assessment report, as request by the court.

(1) monitors will set appointments with principals in order to collect data for the "initial" assessment of each school;

(2) monitors will also deliver prepared packets of opinionnaires to DFT local building representatives for appropriate distribution.

Item (2) above will not require local or central administrative activity. In regard to item (1), we will provide the necessary notification to the appropriate local school principals per our established protocol. These activities are scheduled between 26 May and 5 June.

If you have any questions regarding these activities, please contact me.

Yours, truly,

Kenneth A. Harris
Executive Director

KAH/sj

cc: Dr. Melvin Chapman
Dr. Marvin Green
Dr. Stuart C. Rankin
Mr. Charles Wells
Ms. Barbara Coulter
Ms. Eleanor B. Jones
Dr. Bernadine Denning

cc: Dr. Robert Lankton
Dr. Cecil Good
Dr. Helen A. Hart
Mr. Jaime de la Isla
Region Superintendents (8)
DPS High School Principals (23)

encl.

Detroit School District
United States District Court
Monitoring Commission

Executive Plaza Building
Suite M 116, 1230 Sixth Street, Detroit, Michigan 48226
(313) 226-6363

18 May 1981

TO ALL DETROIT HIGH SCHOOL PRINCIPALS:

Copies of our next school survey instruments are enclosed. These data collection forms will be taken to each high school by our volunteer monitors. It will be administered by either one or two monitors in each school. They will set appointments in order to interview principals. They will also meet with Guidance Department Heads, Building Test Coordinators, Reading Specialists, and the various Vocational Education Department Heads.

Monitors are instructed to ask questions and record answers, and to collect specific documents. In some cases, you and other staff will be requested to prepare specific written explanations. The data collection forms describe such requests in more detail. If you examine each of the forms, you will note the specific documents required for this survey.

It would be helpful, and save your time and the monitor's time, if the information requested herein could be assembled in advance in preparation for the interviews.

This survey will begin on 26 May 1981 and be completed by 5 June 1981.

Thank you for your continued cooperation. If you have any questions please contact me or Ronald Dowe at 226-6363.

Yours truly,

Kenneth A. Harris
Executive Director

Enclosure

cc: Executive Deputy Superintendent
Region Superintendents

BILINGUAL EDUCATION

Broad Criteria Based On Court-ordered Goals	Minimal Criteria for Initial Assessment of Schools	Staff Action for Further Assessment of Indicated Schools
1. The school has implemented a process for identifying students who are of limited English speaking ability as defined by P.A. 294.	1.1.1 The identification process has been applied.	1.2.1 Staff visits
	1.1.2 LESA students are identified.	1.2.2 Analysis of process
	1.1.3 Eligible students are selected for services.	
2. Identified students are offered bilingual programs consistent with P.A. 294 and state guidelines.	2.1.1 All eligible identified students desiring it are placed in bilingual programs,	2.2.1 Staff visit
	2.1.2 The content of programs is consistent with identified needs.,	2.2.2 Interviews with teachers and students
	2.1.3 Parents are notified and have given permission consistent with P.A. 294.	2.2.3 Analysis of program
	2.1.4 Each bilingual class is staffed with certified personnel who have the appropriate bilingual endorsement.	
3. The school with eligible students is represented on the District-Wide Bilingual Advisory Committee.	3.1.1 The school is represented on the Regional Bilingual Advisory Committee.	3.2.1 Staff inquiry

RD:11 10-26-78

COUNSELING AND CAREER GUIDANCE

Broad Criteria Based On Court-ordered Goals	Minimal Criteria for Initial Assessment of Schools	Staff Action for Further Assessment of Indicated Schools
1. All personnel required for implementation of the modified program are in place according to Detroit Public School policy pursuant to the court-ordered plan.	1.1.1 The local school has guidance personnel assigned pursuant to program plans: a) one department head per modified program b) the counselor-student ratio is 1:300 c) the secretary-counselor ratio is 1:2	1.2.1 Staff analysis to determine adherence to policy and program plans
2. Counselors and guidance staff have received in-service training consistent with program plans.	2.1.1 Counselors are inserviced as appropriate. 2.1.2 Department heads are inserviced as appropriate in administrator workshops and group counseling. 2.1.3 Secretaries are inserviced as appropriate.	2.2.1 Interviews of staff
3. Guidance staff are performing tasks and fulfilling responsibilities consistent with job titles and role functions.	3.1.1 Guidance department head supervises and makes appropriate assignments of guidance secretaries and counselors in accordance with their role functions and skills developed via inservice training. 3.1.2 Counselors and secretaries perform work assignments consistent with role functions.	3.2.1 Interviews of staff
4. The school has a viable Guidance Advisory Committee.	4.1.1 The Guidance Advisory Committee is organized with representation recommended by the Central Guidance Department. 4.1.2 The Guidance Advisory Committee meets regularly and as appropriate. 4.1.3 The Guidance Advisory Committee has developed plans and goals.	4.2.1 Staff Analysis 4.2.2 Monitoring of meetings 4.2.3. Analysis of records
5. The local school performs adequate departmental and school guidance planning.	5.1.1 The local school has as part of its "Achievement Plan," guidance department plans and goals. 5.1.2 The "school guidance plan" includes pertinent activities and appropriate timelines.	5.2.1 Analysis to determine: a) comprehensiveness b) clarity c) assessment and evaluation

HIGH SCHOOL CRITERIA

IN-SERVICE TRAINING

Broad Criteria Based On Court-ordered Goals	Minimal Criteria for Initial Assessment of Schools	Staff Action for Further Assessment of Indicated Schools
1. Local school personnel have received in-service training in each of the court specified areas: a) Teacher expectations b) Human relations c) Ethnic and racial awareness d) Purpose and nature of each component of the desegregation order.	1.1.1 Workshops have been offered in each of the court specified areas. 1.1.2 Staff and other designated groups have received appropriate in-service training in each of the court specified areas per the in-service plan.	1.2.1 Staff investigation 1.2.2 Further analysis of records 1.2.3 Interviews of staff and others
2. The local school has a "School In-Service Planning Committee" consistent with program plans.	2.1.1 The school In-Service Planning Committee meets as appropriate. 2.1.2 The School In-Service Planning Committee collects data as specified by program plans.	2.2.1 Analysis of records and reports

READING

Broad Criteria Based On Court-ordered Goals	Minimal Criteria for Initial Assessment of Schools	Staff Action for Further Assessment of Indicated Schools
1. The Practical Life Skills Program is in place per the Detroit Public Schools Reading Program.	1.1.1 The school has the appropriate number of P.L.S. kits. 1.1.2 Teachers have been prepared to use P.L.S. materials.	1.2.1 Interviews of staff
2. The Objective Referenced Test Reading program for high schools is in place.	2.1.1 The 9th grade Reading Objectives are in use in each 9th grade English class.	2.2.1 Interviews of staff
3. The school provides technical assistance to students who are deficient in reading and communication skills.	3.1.1 The school has at least one reading specialist and one reading technician. 3.1.2 Students with communication skills deficiencies are referred to a specialist for remedial help.	3.2.1 Staff investigation 3.2.2 Analysis of records

GWT:wh 10/26/78

SCHOOL-COMMUNITY RELATIONS

Broad Criteria Based On Court-ordered Goals	Minimal Criteria for Initial Assessment of Schools	Staff Action for Further Assessment of Indicated Schools
1. The school has a viable Local School-Community Relations Committee per court requirements.	1.1.1 School authorities have organized a LSCR Committee.	1.2.1 Analysis of records
	1.1.2 The LSCR Committee meets certification criteria as approved by the City-Wide SCR Council.	1.2.2 Analysis of local school and City-Wide SCR Council records.
	1.1.3 The LSCR Committee meets regularly and as appropriate.	1.2.3 Monitoring of meeting
	1.1.4 The LSCR Committee developes goals and school-community projects.	
	1.1.5 The LSCR Committee engages in the resolution of desegregation problems.	
2. The authority of the LSCR Committee and its structure are clearly defined and have been communicated to the school and community.	2.1.1 Subcommittees of the LSCR Committee meet regularly and as appropriate.	2.2.1 Staff inquiry
	2.1.2 The LSCR Committee distributes information as appropriate.	
3. The LSCR Committee receives adequate budgetary support pursuant to court requirements.	3.1.1 The LSCR Committee has a formal budget.	3.2.1 Staff investigation
4. The school's administration participates in SCR activities as required by the court order.	4.1.1 The LSCR Committee receives direct assistance and information from school authorities pursuant to court requirements.	4.2.1 Monitoring of meetings
		4.2.2 Interviews of staff and membership
5. The LSCR Committee is appropriately represented within the school system per requirements of the court order.	5.1.1 A LSCR Committee representative regularly attends regional SCR Committee meetings.	5.2.1 Staff inquiry
	5.1.2 An appropriate school staff member regularly attends regional SCR Committee meetings.	

STUDENT CODE OF CONDUCT

Broad Criteria Based On Court-ordered Goals	Minimal Criteria for Initial Assessment of Schools	Staff Action for Further Assessment of Indicated Schools
1. The Student Code of Conduct is displayed, distributed, and inserviced according to provisions of the court order.	1.1.1 Copies of the Student Code of Conduct are distributed as appropriate to students. 1.1.2 Teachers are inserviced as appropriate on the Student Code of Conduct and the school's discipline and attendance policy. 1.1.3 The Student Code of Conduct is displayed prominently.	1.2.1 Interviews of students 1.2.2 Interviews of teachers 1.2.3 Analysis of records 1.2.4 Staff visit to determine location
2. The school's discipline and attendance policy is consistent with the Student Code of Conduct.	2.1.1 Copies of the school's discipline and attendance policy are distributed as appropriate.	2.2.1 Analysis to determine if school's discipline and attendance policy are consistent with code of conduct and Detroit Public School policy
3. Requirements of court-ordered disciplinary process are followed.	3.1.1 Incidents of prohibited behavior are acted upon pursuant to provisions of the code of conduct. 3.1.2 Incidents of illegal behavior are acted upon pursuant to provisions of the code of conduct. 3.1.3 Due Process is Observed.	3.2.1 Analysis to determine if school's discipline and attendance policy are practiced 3.2.2 Interviews of staff 3.2.3 Analysis of records
4. Accurate reports are made pursuant to court requirements.	4.1.1 Accurate reports of all infractions are made to the region.	4.2.1 Analysis to determine regularity of reporting 4.2.2 Analysis to determine consistency in reporting

RD:wh 10-25-78

TESTING

Broad Criteria Based On Court-ordered Goals	Minimal Criteria for Initial Assessment of Schools	Staff Action for Further Assessment of Indicated Schools
1. Students have been tested to determine reading proficiency according to provisions of the court-ordered plan.	1.1.1 The local school has reading proficiency test results for all 9th, 10th, and 12th grade students.	1.2.1
	1.1.2 9th and 10th grade students are assigned to appropriate English classes based on reading proficiency test results and supplementary information.	1.2.2 On-site analysis of student placement
2. The school is preparing for the implementation of the proposed Objective Referenced Test programs in other content areas.	2.1.1 Teachers and other staff have participated in further test design procedures.	2.2.1 Interviews of staff
	2.1.2 Teachers and administrators are inserviced as appropriate on test administration procedure and the utilization of test results.	

MD/GT:wh 10-26-78

VOCATIONAL EDUCATION

Broad Criteria Based On Court-ordered Goals	Minimal Criteria for Initial Assessment of Schools	Staff Action for Further Assessment of Indicated Schools
1. The school provides all students with opportunities for full participation in prevocational, vocational, and cooperative education programs per provisions of the court order.	1.1.1 The school schedules vocational education programs. 1.1.2 The school facilitates student scheduling in prevocational, vocational, and co-op programs. 1.1.3 The school has the appropriate number of co-op coordinators.	1.2.1 Analysis of program 1.2.2 Interviews of staff and students 1.2.3 Analysis of scheduling
2. Equipment is serviceable and supplies are adequate for the school's prevocational and vocational education programs per the provisions of the court-ordered plan.	2.1.1 Equipment is adequate to teach the objectives of the program. 2.1.2 Supplies are adequate to teach the objectives of the program. 2.1.3 The school pursues reimbursement through added-cost funding. 2.1.4 The school receives added-cost reimbursement proportionate to the amount generated	2.2.1 Staff visit to determine adequacy 2.2.2 Staff investigation and analysis of records
3. "Competency Based Education" strategies are incorporated in the school's vocational education curriculum.	3.1.1 The school has CBE plans available for vocational education courses and programs. 3.1.2 Vocational education staff are using CBE plans and format.	3.2.1 Staff visit 3.2.2 Interviews of staff
4. Vocational education staff have received inservice training and professional development consistent with program plans.	4.1.1 Vocational education staff are inserviced in changing strategies in vocational education. 4.1.2 Vocational education staff are inserviced in preparation for the completion of the area vocational centers. 4.1.3 Vocational education staff participate in professional development activities.	4.2.1 Interviews of staff

RD:wh 10-26-78

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	1.	PRINCIPAL SUBMITS A COPY OF THE IDENTIFICATION PROCESS USED TO IDENTIFY STUDENTS OF LIMITED ENGLISH-SPEAKING ABILITY. THE PROCESS MUST BE CONSISTENT WITH THE PROCESS APPROVED BY THE CENTRAL ADMINISTRATION BILINGUAL OFFICE.	<+> <-> <0>	COMPLETE INCOMPLETE, INCONSISTENT OR NOT AVAILABLE MISSING
2	2.	PRINCIPAL STATES THAT THE FOLLOWING ARE (IS) PRIMARILY RESPONSIBLE FOR IDENTIFYING LESA STUDENTS: (A) PRINCIPAL (B) ASSISTANT PRINCIPAL (C) UNIT (DEPARTMENT HEAD) (D) TEACHER (E) OTHER (ANY OTHER POSITION)	<+> <->	YES, (A),(B), OR (C) YES, (D) OR (E)
3	3.	PRINCIPAL REPORTS HE HAS A COPY OF THE GUIDE TO THE ADMINISTRATION OF BILINGUAL/BICULTURAL EDUCATION PROGRAMS IN THE DETROIT PUBLIC SCHOOLS.	<+> <->	YES NO
4	5.	IF ANSWER TO #4. IS YES, PRINCIPAL IS ABLE TO SHOW THE MONITOR A COPY OF THE GUIDE.	<+> <->	AVAILABLE NOT AVAILABLE OR NO (SEE 3 ABOVE)

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
5	6.	THE PRINCIPAL SUBMITS A COPY OF THE MASTER LIST OF STUDENTS WHO HAVE BEEN IDENTIFIED AS OF LIMITED ENGLISH-SPEAKING ABILITY. THE LIST MUST SPECIFY THE FOLLOWING INFORMATION FOR EACH STUDENT:		
		{ LANGUAGE, GRADE, HOMEROOM, TEST SCORES USED TO DETERMINE ELIGIBILITY, TYPE OF SERVICES, MINUTES OF SERVICE PER DAY }	<+>	MASTER LIST MEETS SPECIFIED CRITERIA
			<->	DOES NOT MEET SPECIFIED CRITERIA OR NOT AVAILABLE
		OR DEMONSTRATE THAT THERE ARE NO LESA STUDENTS AS DETERMINED BY APPLICATION OF ELIGIBILITY CRITERIA.	<0>	MISSING
6	7.	PRINCIPAL PROVIDES A LIST OF CERTIFIED BILINGUAL-ENDORSED TEACHERS EMPLOYED BY THE SCHOOL. THE LIST MUST SPECIFY ALL OF THE FOLLOWING:		
		LANGUAGE USED IN INSTRUCTION (OTHER THAN ENGLISH) TEACHING LOAD (ALL STUDENTS) NUMBER OF LESA SERVED LANGUAGES OF LESA STUDENTS	<+>	COMPLETE
			<->	INCOMPLETE OR NOT AVAILABLE
			<0>	NO BILINGUAL ENDORSED TEACHERS OR MISSING
			<B>	NO LESA STUDENTS (SEE 5 ABOVE)

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
7	8.	PRINCIPAL PROVIDES A LIST OF BILINGUAL EDUCATION TECHNICIANS EMPLOYED BY THE SCHOOL. THE LIST MUST SPECIFY ALL OF THE FOLLOWING: LANGUAGE (OTHER THAN ENGLISH) CLASSROOM ASSIGNMENT (I.E., WHO SUPERVISES THE TECHNICIAN) NUMBER OF LESA SERVED LANGUAGES OF LESA STUDENTS	<+> <-> <0> <B>	COMPLETE INCOMPLETE OR NOT AVAILABLE NO BILINGUAL TECHNICIANS OR MISSING NO LESA STUDENTS (SEE 5 ABOVE)
8	9.	PRINCIPAL PROVIDES A LIST OF BILINGUAL SCHOOL-SERVICE ASSISTANTS EMPLOYED BY THE SCHOOL. THIS LIST MUST SPECIFY ALL OF THE FOLLOWING: LANGUAGE (OTHER THAN ENGLISH) CLASSROOM ASSIGNMENT (I.E., WHO SUPERVISES THE SCHOOL-SERVICE ASSISTANTS) NUMBER OF LESA SERVED LANGUAGES OF LESA STUDENTS	<+> <-> <0> <B>	COMPLETE INCOMPLETE OR NOT AVAILABLE NO BILINGUAL SCHOOL-SERVICE TECHNICIANS OR MISSING NO LESA STUDENTS (SEE 5 ABOVE)
9	10.,11.	NON-LIMITED ENGLISH-SPEAKING STUDENTS DO NOT COMPOSE > 50% OF STUDENTS IN CLASSROOMS WHERE LESA STUDENTS RECEIVE BILINGUAL EDUCATION SERVICES.	<+> <-> <B>	< 15 NON-LESA PER CLASS ≥ 15 NON-LESA PER CLASS NO LESA STUDENTS (SEE 5 ABOVE)

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
10	16.	PRINCIPAL SUBMITS THE NAME OF THIS SCHOOL'S REPRESENTATIVE TO THE REGIONAL ADVISORY COMMITTEE.	<+>	SUBMITTED NAME APPEARS ON BILINGUAL ADVISORY COMMITTEE LIST
			<->	NO NAME SUBMITTED OR DOES NOT APPEAR ON BILINGUAL ADVISORY COMMITTEE LIST
			<B>	NO LESA STUDENTS (SEE 5 ABOVE)
11	18.	PRINCIPAL STATES THAT THE SCHOOL HAS A BILINGUAL ADVISORY COMMITTEE (OR ITS EQUIVALENT).	<+>	YES
			<->	NO
			<B>	NO LESA STUDENTS (SEE 5 ABOVE)
12	19.	FOR SCHOOLS WITH A BILINGUAL ADVISORY COMMITTEE, PRINCIPAL PROVIDES A LIST OF THE CURRENT MEMBERSHIP OF THE COMMITTEE. LIST MUST INCLUDE THE FOLLOWING: A CURRENT DATE (1980-81 SCHOOL YEAR) NAMES OF MEMBERS DESIGNATION OF MEMBERS (E.G., PARENT, TEACHER, ETC.)	<+>	LIST MEETS SPECIFIED CRITERIA
			<->	INCOMPLETE OR NOT AVAILABLE
			<0>	MISSING
			<B>	NO COMMITTEE (SEE 11 ABOVE)
13	20.	PRINCIPAL PROVIDES A SCHEDULE OF MEETINGS OF THE BILINGUAL ADVISORY COMMITTEE FOR THE CURRENT SCHOOL YEAR (IF THE ANSWER TO DATA COLLECTION FORM ITEM #18 IS YES). SCHEDULE MUST INCLUDE DATES, TIMES AND MEETING PLACES.	<+>	COMPLETE
			<->	INCOMPLETE OR NOT AVAILABLE
			<0>	MISSING
			<B>	NO COMMITTEE (SEE 11 ABOVE)

(END)

ASSESSMENT ITEM	DATA SOURCE	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	DPS DATA	APPROPRIATE MEASURES (I.E. TESTING) HAVE BEEN APPLIED BY THE SCHOOL TO DETERMINE STUDENT ELIGIBILITY FOR SERVICES.	<+>	ENGLISH ASSESSMENT SCORES (LAB OR CAT) ARE LISTED FOR EACH STUDENT (GRADE 9, 10, 11, AND 12) APPEARING ON ELIGIBILITY LIST
			<->	ENGLISH ASSESSMENT SCORES (LAB OR CAT) MISSING FOR > 5 STUDENTS
			<0>	ENGLISH ASSESSMENT SCORES (LAB OR CAT) MISSING FOR 1-5 STUDENTS OR DATA NOT AVAILABLE
			<B>	NO LESA STUDENTS AS DETERMINED BY APPLICATION OF ELIGIBILITY CRITERIA
2	DPS DATA	<u>ELIGIBLE</u> STUDENTS ARE LISTED AS RECEIVING BILINGUAL SERVICES.	<+>	ENGLISH ASSESSMENT SCORES (LAB OR CAT) INDICATE THAT EACH STUDENT IS <u>NOT</u> ENGLISH PROFICIENT (I.E., LAB SCORE < 14 OR CAT SCORE ≤ 40TH PERCENTILE)
			<->	<u>RECORDS</u> INDICATE > 10% ENGLISH PROFICIENT STUDENTS
			<0>	<u>RECORDS</u> INDICATE 1-10% ENGLISH PROFICIENT STUDENTS OR DATA MISSING

(MORE)

ASSESSMENT ITEM	DATA SOURCE	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
3	DPS DATA	ONLY STUDENTS WHO ARE NOT ENGLISH PROFICIENT ON BOTH TESTS (LAB AND CAT) ARE LISTED AS RECEIVING BILINGUAL SERVICES.	<+>	ENGLISH ASSESSMENT SCORES (LAB AND CAT) INDICATE THAT EACH STUDENT IS NOT ENGLISH PROFICIENT
			<->	RECORDS INDICATE THAT > 10% ENGLISH PROFICIENT STUDENTS
			<0>	RECORDS INDICATE THAT 1-10% ENGLISH PROFICIENT STUDENTS OR DATA MISSING
4-13	DPS DATA	SERVICES ARE AVAILABLE TO LESA STUDENTS BY EITHER A BILINGUAL-ENDORSED TEACHER, EDUCATION TECHNICIAN, OR SCHOOL-SERVICE ASSISTANT IN EACH LISTED HOME LANGUAGE.	<+>	FOR EACH MATCH BETWEEN LISTED STUDENT LANGUAGE GROUPS AND LANGUAGES SPOKEN BY BILINGUAL SCHOOL STAFF (MAX = 1 PER GROUP)
			<->	FOR EACH NON-MATCH (MAX = 1 PER GROUP)
			<0>	DATA MISSING
			<B>	WHEN NOT APPLICABLE
14	DPS DATA	CLASSES ARE STAFFED BY CERTIFIED PERSONNEL WITH APPROPRIATE BILINGUAL ENDORSEMENT (ACTUAL OR SEEKING).	<+>	SCHOOL WITH LESA STUDENTS HAS AT LEAST ONE BILINGUAL ENDORSED TEACHER IN LANGUAGE ≡ LARGEST LESA GROUP
			<->	SCHOOL DOES NOT HAVE ONE BILINGUAL ENDORSED TEACHER IN LANGUAGE ≡ LARGEST LESA GROUP
			<0>	DATA NOT AVAILABLE

(MORE)

<u>ASSESSMENT ITEM</u>	<u>DATA SOURCE</u>	<u>INDICATORS OF CRITERIA SATISFACTION</u>	<u>SCORING</u>	<u>RESPONSE/CONTENT</u>
15	18.,19.,20.	SCHOOL'S BILINGUAL ADVISORY COMMITTEE (OR EQUIVALENT) HAS APPROPRIATE PARENTAL, STAFF, AND COMMUNITY REPRESENTATION.	<+>	COMMITTEE (OR EQUIVALENT) MEMBERSHIP COMPRISES AT LEAST 1 PARENT, 1 BILINGUAL STAFF, AND 1 COMMUNITY (OR OTHER)
			<->	NO COMMITTEE
			<0>	MISSING DATA
16	16.,17.	SCHOOL'S REPORTED REPRESENTATIVE IS LISTED AS MEMBER OF REGION BILINGUAL ADVISORY COMMITTEE.	<+>	NAME APPEARS ON REGION COMMITTEE LIST
			<->	NAME DOES NOT APPEAR ON REGION COMMITTEE LIST
			<0>	MISSING DATA
17, 18, 19, 20	DPS DATA	LESA STUDENTS PROGRESS AT OR ABOVE RATE OF PROGRESS OF CITY-WIDE LESA STUDENTS ON READING ACHIEVEMENT TESTS ADMINISTERED (CALIFORNIA ACHIEVEMENT TESTS):		
		PRE / POST / GAIN/LOSS 9: 6.3 / 6.8 / +5 10: 6.4 / 7.2 / +8 11: 8.1 / 8.9 / +7 12: 7.3 / 7.7 / +4 DPS-LESA CITY MEANS	<+>	FOR <u>EACH</u> GRADE TESTED WITH <u>GAIN</u> ≥ CITY MEAN GAIN
			<->	FOR EACH GRADE TESTED WITH GAIN < CITY MEAN GAIN
			<0>	MISSING DATA
			<B>	WHEN NOT APPLICABLE

(MORE)

ASSESSMENT III

ASSESSMENT ITEM	DATA SOURCE	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
21, 22, 23, 24	DPS DATA	LESA STUDENTS DEMONSTRATE GAIN OF ONE YEAR OR MORE ON READING ACHIEVEMENT TESTS ADMINISTERED (CAT).	<+>	FOR EACH GRADE TESTED WITH ≥ 1 YEAR MEAN GAIN
			<->	FOR EACH GRADE TESTED WITH MEAN LOSS
			<0>	FOR EACH GRADE TESTED WITH < 1 YEAR GAIN OR MISSING DATA
			<B>	WHEN NOT APPLICABLE

(END)

PAGE 1 OF 7
COUNSELING & GUIDANCE
(HIGH)

ASSESSMENT II

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	1.	PRINCIPAL REPORTS THAT THIS SCHOOL HAS AN ASSIGNED GUIDANCE DEPARTMENT HEAD.	<+> <-> <0>	YES NO MISSING
2	2. DPS DATA	EVIDENCE ESTABLISHES THAT THE NUMBER OF ASSIGNED GUIDANCE COUNSELORS SATISFIES DPS GUIDELINES FOR 1980-81, I.E.:	<+> <-> <0>	# MEETS GUIDELINES # DOES NOT MEET GUIDELINES MISSING

STUDENT ENROLLMENT	COUNSELOR SERVICE
1100 - 1374	4
1375 - 1700	5
1701 - 2050	6
2051 - 2350	7
2351 - 2699	8
2700 - 2999	9
3000 - 3299	10
3300 - 3599	11
3600 - 3899	12
3900 - 4225	13
4226 - 4550	14

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
3	3. DPS DATA	EVIDENCE ESTABLISHES THAT THE NUMBER OF GUIDANCE SECRETARIES ASSIGNED TO THIS SCHOOL'S GUIDANCE DEPARTMENT SATISFIES DPS GUIDELINES FOR 1980-81, I.E.: A. ONE SECRETARY PER DEPARTMENT HEAD B. ONE SECRETARY PER 2 COUNSELORS	<+> <-> <0>	# MEETS GUIDELINES # DOES NOT MEET GUIDELINES MISSING

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
4	4.	PRINCIPAL SUBMITS A COPY OF GUIDANCE PLAN OF ACTION WHICH INCLUDES TASKS OR OBJECTIVES IN EACH OF THESE AREAS: (A) COUNSELING - INDIVIDUAL AND GROUP (B) CONSULTATION - WITH PARENTS, GAC, AND STAFF (C) COORDINATION - STUDENT AND PARENT ORIENTATION (D) GUIDANCE - GAC, CAREER, AND OTHER GUIDANCE INFORMATION (E) PROGRAM SELECTION/PLACEMENT - (CURRICULUM) (F) ASSESSMENT - INDIVIDUAL (FOR STUDENTS) AND PROGRAM EVALUATION (G) TIMELINES - FOR COMPLETING TASKS, OBJECTIVES AND ACTIVITIES	<+>	SUBMITTED PLAN SATISFIES ≥ 6 REQUIREMENTS
			<0>	SUBMITTED PLAN SATISFIES 5 REQUIREMENTS OR MISSING
			<->	SUBMITTED PLAN SATISFIES < 5 REQUIREMENTS OR NOT SUBMITTED
5	5.	GUIDANCE DEPARTMENT HEAD REPORTS APPROPRIATE PARTICIPATION IN IN-SERVICE REGARDING IMPLEMENTATION OF GUIDANCE PROGRAM MODEL.	<+>	YES
			<->	NO
			<0>	MISSING

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
6	8.	DEPARTMENT HEAD SUBMITS 1980-81 MEMBERSHIP LIST OF THE SCHOOL'S GAC. MEMBERSHIP COMPRISES: (A) COUNSELORS (B) TEACHERS (C) ADMINISTRATORS (D) PARENTS (E) STUDENTS (F) OTHER STAFF (PARAPROFESSIONAL, SECRETARIAL, OR CUSTODIAL)	<+>	SUBMITTED MEMBERSHIP LIST INCLUDES REQUIRED REPRESENTATION
			<0>	5 CATEGORIES ARE INCLUDED OR MISSING
			<->	< 5 CATEGORIES ARE INCLUDED OR NOT SUBMITTED
7	9.	DEPARTMENT HEAD SUBMITS A COPY OF THE GAC 1980-81 SCHEDULE OF MEETINGS.	<+>	DOCUMENT SUBMITTED AND ≥ 4 MEETINGS TOTAL AND ≥ 2 MEETINGS PER SEMESTER
			<->	< 4 MEETINGS TOTAL OR < 2 MEETINGS IN ANY SEMESTER OR NOT SUBMITTED
			<0>	MISSING
8	9.,10.	DEPARTMENT HEAD SUBMITS COPIES OF AGENDA FOR ALL GAC MEETINGS HELD DURING 1980-81.	<+>	AGENDAS SUBMITTED FOR ≥ 50% OF MEETINGS HELD
			<->	AGENDAS SUBMITTED FOR < 50% OF MEETINGS HELD
			<0>	MISSING

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
9	9., 11.	DEPARTMENT HEAD SUBMITS COPIES OF MINUTES FOR ALL GAC MEETINGS HELD DURING 1980-81.	<+>	MINUTES SUBMITTED FOR ≥ 50% OF MEETINGS HELD
			<->	MINUTES SUBMITTED FOR < 50% OF MEETINGS HELD
			<0>	MISSING
10	12.	DEPARTMENT HEAD SUBMITS COPY OF PLANS AND GOALS DEVELOPED BY GUIDANCE ADVISORY COMMITTEE FOR 1980-81 SCHOOL YEAR OUTLINING GAC SUPPORT FUNCTIONS.	<+>	DOCUMENT SUBMITTED WHICH INCLUDES GAC SUPPORT FUNCTIONS
			<->	DOCUMENT NOT AVAILABLE OR DOES NOT MEET CRITERIA
			<0>	MISSING
11	13.	GUIDANCE DEPARTMENT HEAD REPORTS THAT THE WORK ASSIGNMENTS OF GUIDANCE SECRETARIES ARE DETERMINED BY APPROPRIATE PERSONNEL:		
		(A) GUIDANCE DEPARTMENT HEAD	<+>	(A)
		(B) PRINCIPAL	<0>	(C)
		(C) BOTH PRINCIPAL AND DEPARTMENT HEAD	<->	(B) OR (D)
		(D) OTHER		
12	14., 14A.	GUIDANCE DEPARTMENT HEAD REPORTS THAT GUIDANCE SECRETARIES ARE NOT ASSIGNED DUTIES OR WORK THAT IS NOT PART OF GUIDANCE PROGRAM AS MANDATED BY DPS MODEL GUIDE.	<+>	NO OR EVIDENCE OF APPROPRIATE ASSIGNMENT
			<->	YES OR EVIDENCE OF INAPPROPRIATE ASSIGNMENT

(MORE)

D-41

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
13	13., 15.	GUIDANCE DEPARTMENT HEAD REPORTS THAT ALL GUIDANCE SECRETARIES HAVE RECEIVED IN-SERVICE TRAINING REGARDING THEIR FUNCTIONS AND ROLE.	<+> <->	ALL SECRETARIES < ALL SECRETARIES
	16.	GUIDANCE DEPARTMENT HEAD REPORTS THAT ON NO OCCASION DURING 1980-81 HAS ANY COUNSELOR BEEN ASSIGNED INAPPROPRIATE TASKS:		
14	16A.	SERVED AS A SUBSTITUTE TEACHER.	<+> <0> <->	NO INAPPROPRIATE ASSIGNMENT YES INAPPROPRIATE ASSIGNMENT BUT NO IMPEDIMENT TO IMPLEMENTATION YES INAPPROPRIATE ASSIGNMENT AND YES IMPEDIMENT TO IMPLEMENTATION
15	16B.	PROCESSED STUDENT APPLICATIONS FOR FREE LUNCH OR BUS TICKETS.		
16	16C.	BEEN ASSIGNED TO DISTRIBUTE FREE LUNCH OR BUS TICKETS.		
17	16D.	EXCLUDED OR SUSPENDED ANY STUDENT.		
18	16E.	BEEN ASSIGNED A REGULAR DUTY AS A HALLGUARD OR LUNCHROOM MONITOR.		
19	16F.	PREPARED EXCLUSION OR SUSPENSION FORMS (E.G. FORM 4550, 4551, 4552, 1039, ETC.).		
20	16G.	MAINTAINED 'OFFICIAL' SCHOOL ATTENDANCE RECORDS OR STUDENT ABSENCE LIST(S).		
21	16H.	ASSIGNED TO PHONE OR MAIL 'STUDENT IRREGULAR ATTENDANCE NOTICES' TO PARENTS.		
22	16I.	SERVED AS A TEST ADMINISTRATOR OR PROCTOR FOR THIS SCHOOL'S STANDARDIZED ACHIEVEMENT TESTING.		
23	16J.	DEVELOPED OR UPDATED THIS SCHOOL'S MASTER SCHEDULE.		
24	16K.	SUPERVISED A DETENTION PROGRAM.		

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
25	17., 18.	GUIDANCE DEPARTMENT HEAD REPORTS THAT COUNSELOR INVOLVEMENT, IF ANY, IN ATTENDANCE RECORD-KEEPING DOES NOT INTERFERE WITH COUNSELORS WORKING WITH STUDENTS APPROPRIATELY.	<+> <0> <->	NO OR YES BUT NO INTERFERENCE YES BUT LITTLE OR SOME INTERFERENCE YES AND GREAT OR COMPLETE INTERFERENCE
26	19., 20.	GUIDANCE DEPARTMENT HEAD REPORTS THAT COUNSELOR INVOLVEMENT, IF ANY, IN THE ADMINISTRATION OF STUDENT DISCIPLINE DOES NOT INTERFERE WITH COUNSELORS WORKING WITH STUDENTS APPROPRIATELY.	<+> <0> <->	NO OR YES BUT NO INTERFERENCE YES BUT LITTLE OR SOME INTERFERENCE YES AND GREAT OR COMPLETE INTERFERENCE
27	21., 22.	GUIDANCE DEPARTMENT HEAD REPORTS THAT GUIDANCE INFORMATION SYSTEM TERMINAL HAS BEEN INSTALLED IN THIS SCHOOL.	<+> <0> <->	YES INCOMPLETE INSTALLATION NO
28	23.	GUIDANCE DEPARTMENT HEAD REPORTS THAT APPROPRIATE GUIDANCE PERSONNEL SUPERVISE STUDENT USE OF GUIDANCE INFORMATION SYSTEM (GIS).	<+> <->	COUNSELOR(S) OR GUIDANCE AIDE DEPARTMENT HEAD OR OTHER
29	2., 24.	EVIDENCE ESTABLISHES THAT STUDENT USE OF GIS IS AT ACCEPTABLE LEVELS (FOR 3/81).	<+> <0> <->	≥ 10 PER ALLOCATED COUNSELOR (3/81) ≥ 6 BUT < 10 PER ALLOCATED COUNSELOR < 6 PER ALLOCATED COUNSELOR OR DON'T KNOW
30	25.,25A.,25B.,25C.	EVIDENCE INDICATES THAT SCHOOL APPLICATIONS FOR ADMISSION TO AREA VOCATIONAL CENTERS IS AT ACCEPTABLE LEVELS FOR 1980-81 YEAR.	<+> <0> <->	≥ 4% OF MEMBERSHIP ≥ 3% BUT < 4% OF MEMBERSHIP < 3% OF MEMBERSHIP

(MORE)

PAGE 7 OF 7
COUNSELING & GUIDANCE
(HIGH)

ASSESSMENT 11

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
31	26.,27A.,27B.	EVIDENCE ESTABLISHES THAT THE WORK STATIONS OF GUIDANCE SECRETARIES SATISFY REQUIREMENTS OF THE GUIDANCE DEPARTMENT.	<+> <-> <0>	SATISFACTORY LOCATION UNSATISFACTORY LOCATION UNABLE TO DETERMINE

(END)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	4	SUBMITTED GUIDANCE PLAN OF ACTION FOR 1980-81 INCLUDES CORE OBJECTIVES AS SPECIFIED IN THE GUIDANCE PROGRAM MODEL, I.E., (1) COUNSELING (2) CONSULTATION (3) COORDINATION (4) CAREER GUIDANCE (5) PROGRAM SELECTION AND PLACEMENT (6) REFERRAL AND INFORMATION, AND (7) EVALUATION	<+>	PLAN INCLUDES 7 CORE OBJECTIVES AND IMPLEMENTATION STRATEGIES
			<0>	PLAN INCLUDES 6 CORE OBJECTIVES AND IMPLEMENTATION STRATEGIES OR MISSING
			<->	PLAN INCLUDES < 6 CORE OBJECTIVES OR NO IMPLEMENTATION STRATEGIES OR NOT SUBMITTED

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
2	9.-12.	SUBMITTED GUIDANCE ADVISORY COMMITTEE (GAC) DOCUMENTS SATISFY THE FOLLOWING CRITERIA: (A) AT LEAST FIVE MEETINGS HELD AND NOT LESS THAN TWO PER SEMESTER, DOCUMENTED BY AGENDA AND MINUTES (B) PARTICIPATION BY PARENTS, TEACHERS, ADMINISTRATORS, GUIDANCE STAFF, AND STUDENTS IS INDICATED (C) PLANS AND GOALS OF THE GAC ARE DIRECTLY RELATED TO IMPLEMENTATION OF THE GUIDANCE PROGRAM (D) MINUTES AND OTHER DOCUMENTS INDICATE THAT THE GAC COMPLETED AT LEAST 50% OF THE GOALS OR OBJECTIVES ESTABLISHED	<+>	CRITERIA (A), (B), (C), AND (D) ARE SATISFIED
			<0>	(A) OR (B) NOT FULLY SATISFIED OR MISSING DATA
			<->	(C) OR (D) NOT FULLY SATISFIED OR (A) OR (B) NOT SATISFIED OR DOCUMENTS NOT SUBMITTED

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
3	16A.-16K.	GUIDANCE DEPARTMENT HEAD REPORTS THAT NO COUNSELOR PERFORMED INAPPROPRIATE TASKS DURING 1980-81 (5/81).		
		A. SERVED AS A SUBSTITUTE TEACHER B. PROCESSED STUDENT APPLICATIONS FOR FREE LUNCH OR BUS TICKETS C. BEEN ASSIGNED TO DISTRIBUTE FREE LUNCH OR BUS TICKETS D. EXCLUDED OR SUSPENDED ANY STUDENT E. BEEN ASSIGNED A REGULAR DUTY AS A HALLGUARD OR LUNCHROOM MONITOR F. PREPARED EXCLUSION OR SUSPENSION FORMS (E.G. FORM 4550, 4551, 4552, 1039, ETC.) G. MAINTAINED 'OFFICIAL' SCHOOL ATTENDANCE RECORDS OR STUDENT ABSENCE LIST(S) H. ASSIGNED TO PHONE OR MAIL 'STUDENT IRREGULAR ATTENDANCE NOTICES' TO PARENTS I. SERVED AS A TEST ADMINISTRATOR OR PROCTOR FOR THIS SCHOOL'S STANDARDIZED ACHIEVEMENT TESTING J. DEVELOPED OR UPDATED THIS SCHOOL'S MASTER SCHEDULE K. SUPERVISED A DETENTION PROGRAM	<+>	NO [B., C., D., E., F., G., H., J.] AND ≤ 1 [A., I., K.]
			<0>	NO [7 OF ABOVE ITEMS] OR NO [8 OF ABOVE] AND ≥ 2 [A., I., K.]
			<->	NO [< 7 OF ABOVE ITEMS]

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
4	16A.1-16K.	GUIDANCE DEPARTMENT HEAD REPORTS THAT ANY INAPPROPRIATE ASSIGNMENT HAS NOT BEEN OF SUCH MAGNITUDE TO IMPEDE IMPLEMENTATION OF THE "MODIFIED PROGRAM" (5/81). (SEE ABOVE)	<+>	NO [ALL ITEMS 16A.1-16K.1]
			<0>	NO [10 ITEMS]
			<->	NO [< 10 ITEMS]

[DATA SOURCE FOR ASSESSMENT ITEMS #5-19 IS GUIDANCE DEPARTMENT HEADS IN HIGH SCHOOL COUNSELING PROGRAMS (6/81)]

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
5	1.,1A.	GUIDANCE DEPARTMENT HEAD REPORTS NO ASSIGNED RESPONSIBILITY INCONSISTENT WITH SUPERVISION, DIRECTION, AND EVALUATION OF THE GUIDANCE DEPARTMENT.	<+>	NO INCONSISTENT ASSIGNMENT
			<->	YES INCONSISTENT ASSIGNMENT
			<0>	MISSING DATA
6	2.	GUIDANCE DEPARTMENT HEAD REPORTS THAT GUIDANCE STAFF WORK ASSIGNMENTS ARE APPROPRIATELY MADE.	<+>	CONSULTATION WITH PRINCIPAL OR GUIDANCE DEPARTMENT HEAD ONLY
			<->	PRINCIPAL ONLY OR COUNSELING STAFF ONLY OR OTHER INAPPROPRIATE
			<0>	MISSING DATA

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
7	3A.	GUIDANCE DEPARTMENT HEAD REPORTS THAT PRESENT UTILIZATION OF GUIDANCE SECRETARIES IS SATISFACTORY.	<+>	VERY SATISFIED OR SATISFIED
			<0>	NEITHER SATISFIED NOR DISSATISFIED OR MISSING DATA
			<->	DISSATISFIED OR VERY DISSATISFIED
8	3B.	GUIDANCE DEPARTMENT HEAD REPORTS THAT PRESENT UTILIZATION OF GUIDANCE COUNSELORS IS SATISFACTORY.	<+>	VERY SATISFIED OR SATISFIED
			<0>	NEITHER SATISFIED NOR DISSATISFIED OR MISSING DATA
			<->	DISSATISFIED OR VERY DISSATISFIED
9	4.,4A.	GUIDANCE DEPARTMENT HEAD REPORTS THAT COUNSELING FACILITIES ARE ADEQUATE TO PROGRAM NEEDS.	<+>	A, B, OR C RATING AND NO SERIOUS DEFICIENCIES
			<0>	C RATING AND DEFICIENCIES OR MISSING DATA
			<->	D, FAIL, DON'T KNOW OR SERIOUS DEFICIENCIES

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
10	8A.-8K.	GUIDANCE DEPARTMENT HEAD REPORTS THAT NO COUNSELOR PERFORMED INAPPROPRIATE TASKS DURING 1980-81 (6/81).	<+>	NO [B., C., D., E., F., G., H., J.] AND ≤ 1 [A., I., K.]
		A. SERVED AS A SUBSTITUTE TEACHER	<0>	NO [7 OF ABOVE ITEMS] OR NO [8 OF ABOVE] AND ≥ 2 [A., I., K.] OR MISSING DATA
		B. PROCESSED STUDENT APPLICATIONS FOR FREE LUNCH OR BUS TICKETS		
		C. BEEN ASSIGNED TO DISTRIBUTE FREE LUNCH OR BUS TICKETS		
		D. EXCLUDED OR SUSPENDED ANY STUDENT	<->	NO [< 7 OF ABOVE ITEMS]
		E. BEEN ASSIGNED A REGULAR DUTY AS A HALLGUARD OR LUNCHROOM MONITOR		
		F. PREPARED EXCLUSION OR SUSPENSION FORMS (E.G. FORM 4550, 4551, 4552, 1039, ETC.)		
		G. MAINTAINED 'OFFICIAL' SCHOOL ATTENDANCE RECORDS OR STUDENT ABSENCE LIST(S)		
		H. ASSIGNED TO PHONE OR MAIL 'STUDENT IRREGULAR ATTENDANCE NOTICES' TO PARENTS		
		I. SERVED AS A TEST ADMINISTRATOR OR PROCTOR FOR THIS SCHOOL'S STANDARDIZED ACHIEVEMENT TESTING		
		J. DEVELOPED OR UPDATED THIS SCHOOL'S MASTER SCHEDULE		
		K. SUPERVISED A DETENTION PROGRAM		

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
11	8A.1-8K.1	GUIDANCE DEPARTMENT HEAD REPORTS THAT ANY INAPPROPRIATE ASSIGNMENT HAS NOT BEEN OF SUCH MAGNITUDE TO IMPEDE IMPLEMENTATION OF THE "MODIFIED PROGRAM" (6/81).	<+>	NO [ALL ITEMS 8A.1-8K.1]
			<0>	NO [10 ITEMS] OR MISSING DATA
		(SEE ABOVE)	<->	NO [< 10 ITEMS]
12	10.,11.,12.,12A.	EVIDENCE ESTABLISHES THAT GUIDANCE SECRETARIES ARE ASSIGNED PURSUANT TO PROGRAM PLANS:		
		(A) ALL SECRETARIAL POSITIONS ARE CURRENTLY FILLED, I.E. NO VACANCIES; (B) DEPARTMENT HEAD SUPERVISES SECRETARIES; AND (C) ASSIGNED DUTIES/WORK ASSIGNMENTS CONFORM TO GUIDANCE PROGRAM PER MODEL.	<+> <0> <->	(A), (B), AND (C) SATISFIED (A) AND (B) SATISFIED BUT (C) EQUIVOCAL (A), (B), OR (C) NOT SATISFIED

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
	13.	GUIDANCE DEPARTMENT HEAD RATES THE DEPARTMENT SATISFACTORY IN SEVEN PROGRAM AREAS:		
13	13.1A	INDIVIDUAL COUNSELING		
14	13.1B	GROUP COUNSELING		
15	13.2A	CONSULTATION WITH PARENTS	<+>	A, B, OR C RATING
16	13.2B	CONSULTATION WITH TEACHERS	<->	D, OR FAIL RATING
17	13.2C	CONSULTATION WITH ADMINISTRATORS	<0>	DATA MISSING
18	13.3A	OCCUPATIONAL/EDUCATIONAL GUIDANCE		
19	13.3B	INTERPRETATION OF TESTS/SURVEYS/INVENTORIES		

(MORE)

[*DATA SOURCE FOR ASSESSMENT ITEMS #20-53 IS GUIDANCE COUNSELORS IN HIGH SCHOOL COUNSELING PROGRAMS*]

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
	2.,3.,4.	COUNSELOR REPORTS NORMALLY PERFORMING APPROPRIATE ACTIVITIES DURING MOST DAYS ON THE JOB.		
		(1) COUNSEL STUDENTS INDIVIDUALLY AND IN SMALL GROUPS		
		(2) PROVIDE STUDENTS WITH CAREER GUIDANCE EXPERIENCES INDIVIDUALLY AND IN SMALL GROUPS		
		(3) CONDUCT AND COORDINATE GUIDANCE ACTIVITIES WITH SCHOOL STAFF AND OTHER SCHOOL-COMMUNITY RESOURCES		
		(4) CONSULT WITH TEACHERS, ADMINISTRATORS, PARENTS, AND OTHERS		
		(5) COLLECT, ANALYZE, AND INTERPRET APPROPRIATE STUDENT APPRAISAL DATA		
	(INAPPROPRIATE)	(6) MAINTAIN STUDENT MEMBERSHIP ACCOUNTING AND ATTENDANCE RECORD-KEEPING (7) ADMINISTER AND COORDINATE TESTING ACTIVITIES (8) ADMINISTER DISCIPLINARY ACTION IN CASES AS REFERRED BY TEACHERS OR ADMINISTRATORS AND PREPARE APPROPRIATE DISCIPLINARY FORMS AND RECORDS	(INAPPROPRIATE	
		(9) PARTICIPATE IN STAFF DEVELOPMENT AND IN-SERVICE ACTIVITIES		
		(10) SUPERVISE GUIDANCE SECRETARIES AND/OR AIDES		
		(11) OTHER ASSIGNED DUTIES: WHAT?	*(MORE)*	

D-53

HIGH SCHOOL INDICATORS

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
20	2.,2A.	THE ONE ACTIVITY COUNSELORS REPORT SPENDING MOST OF THEIR TIME DOING IS APPROPRIATE.	<+>	≥ 80% SELECT ACTIVITIES (1) OR (2) AND NONE SELECT ACTIVITY (6), (7), OR (8)
			<0>	≥ 60% AND < 80% SELECT ACTIVITIES (1) OR (2) OR ≥ 80% SELECT (1) OR (2) AND 1 SELECTS ACTIVITY (6), (7), OR (8) OR ITEM RESPONSE RATE < 40%
			<->	< 60% SELECT ACTIVITIES (1) OR (2) OR > 1 SELECTS ACTIVITY (6), (7), OR (8)
21	3.,3A.	THE SECOND MOST TIME CONSUMING ACTIVITY REPORTED BY COUNSELORS IS APPROPRIATE.	<+>	≥ 80% SELECT ACTIVITIES (1), (2), (3), (4), (5), OR (9) AND NONE SELECT ACTIVITY (6), (7), OR (8)
			<0>	≥ 60% AND < 80% SELECT ACTIVITIES (1), (2), (3), (4), (5), OR (9) OR ≥ 80% SELECT (1), (2), (3), (4), (5), OR (9) AND 1 SELECTS ACTIVITY (6), (7), OR (8) OR ITEM RESPONSE RATE < 40%
			<->	< 60% SELECT ACTIVITIES (1), (2), (3), (4), (5), OR (9) OR > 1 SELECTS ACTIVITY (6), (7), OR (8)

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
22	5.,5A.	COUNSELORS REPORT THAT ANY INVOLVEMENT IN ATTENDANCE RECORD-KEEPING PROCEDURES DOES NOT INTERFERE WITH THEIR APPROPRIATE WORK.	<+>	NO INVOLVEMENT OR NO INTERFERENCE
			<0>	INTERFERENCE TO A SMALL EXTENT OR TO SOME EXTENT OR ITEM RESPONSE RATE < 40%
			<->	INTERFERENCE TO A GREAT EXTENT OR COMPLETELY
23	6.,6A.	COUNSELORS REPORT THAT ANY INVOLVEMENT IN THE ADMINISTRATION OF STUDENT DISCIPLINE DOES NOT INTERFERE WITH THEIR APPROPRIATE WORK.	<+>	NO INVOLVEMENT OR NO INTERFERENCE
			<0>	INTERFERENCE TO A SMALL EXTENT OR TO SOME EXTENT OR ITEM RESPONSE RATE < 40%
			<->	INTERFERENCE TO A GREAT EXTENT OR COMPLETELY
24	7A.-7K.	COUNSELORS REPORT THAT THEY DID NOT PERFORM INAPPROPRIATE TASKS DURING 1980-81. (SEE BELOW)	<+>	≥ 90% NO [ITEMS 7A.-7K.]
			<0>	≥ 75% AND < 90% NO [ITEMS 7A.-7K.] OR ITEM RESPONSE RATE < 40%
			<->	< 75% NO [ITEMS 7A.-7K.]

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
	7.	COUNSELORS REPORT THAT ANY INAPPROPRIATE ASSIGNMENT HAS NOT BEEN OF SUCH MAGNITUDE TO IMPEDE IMPLEMENTATION OF THE "MODIFIED PROGRAM."		
25	7A.1	SERVED AS A SUBSTITUTE TEACHER	<+> <0> <->	100% NO [ITEMS 7A.1-7K.1] ≥ 80% NO [ITEMS 7A.1-7K.1] OR ITEM RESPONSE RATE < 40% < 80% NO [ITEMS 7A.1-7K.1]
26	7B.1	PROCESSED STUDENT APPLICATIONS FOR FREE LUNCH OR BUS TICKETS		
27	7C.1	BEEN ASSIGNED TO DISTRIBUTE FREE LUNCH OR BUS TICKETS		
28	7D.1	EXCLUDED OR SUSPENDED ANY STUDENT		
29	7E.1	BEEN ASSISGNED A REGULAR DUTY AS A HALLGUARD OR LUNCHROOM MONITOR		
30	7F.1	PREPARED EXCLUSION OR SUSPENSION FORMS (E.G. FORM 4550, 4551, 4552, 2039, ETC.)		
31	7G.1	MAINTAINED 'OFFICIAL' SCHOOL ATTENDANCE RECORDS OR STUDENT ABSENCE LIST(S)		
32	7H.1	ASSIGNED TO PHONE OR MAIL 'STUDENT IRREGULAR ATTENDANCE NOTICES' TO PARENTS		
33	7I.1	SERVED AS A TEST ADMINISTRATOR OR PROCTOR FOR THIS SCHOOL'S STANDARDIZED ACHIEVEMENT TESTING		
34	7J.1	DEVELOPED OR UPDATED THIS SCHOOL'S MASTER SCHEDULE		
35	7K.1	SUPERVISED A DETENTION PROGRAM		

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
36	10.,11.	COUNSELORS REPORT THAT STUDENTS ACTUALLY RECEIVE ADEQUATE INDIVIDUAL COUNSELING.	<+> <0> <->	$\bar{x} \geq 60\%$ $\bar{x} = 40\% - 59\%$ OR ITEM RESPONSE RATE $< 40\%$ $\bar{x} < 40\%$
37	12.,13.	COUNSELORS REPORT THAT STUDENTS ACTUALLY PARTICIPATE IN ADEQUATE GROUP COUNSELING ACTIVITIES.	<+> <0> <->	$\bar{x} \geq 60\%$ $\bar{x} = 40\% - 59\%$ OR ITEM RESPONSE RATE $< 40\%$ $\bar{x} < 40\%$
38	14.	COUNSELORS REPORT THAT GROUP GUIDANCE ACTIVITIES ARE ADEQUATE TO STUDENT NEEDS. 1 = ADEQUATE 3 = SOMEWHAT ADEQUATE 5 = INADEQUATE	<+> <0> <->	$\bar{x}$ INDEX 1.0 - 2.0 $\bar{x}$ INDEX > 2.0 AND < 4.0 OR ITEM RESPONSE RATE $< 40\%$ $\bar{x}$ INDEX ≥ 4.0

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
	15.	COUNSELORS POSITIVELY ASSESS THE COUNSELING AND GUIDANCE PROGRAM AS IMPLEMENTED IN THIS SCHOOL: 1 2 3 4 5 STRENGTH NEUTRAL WEAKNESS		
39	15B.	ROLE OF COUNSELORS REGARDING STUDENT DISCIPLINE	<+> <0> <->	$\bar{X}$ INDEX < 2.5 $\bar{X}$ INDEX $\geq$ 2.5 AND < 3.5 OR ITEM RESPONSE RATE < 40% $\bar{X}$ INDEX $\geq$ 3.5
40	15C.	ROLE OF COUNSELORS REGARDING STUDENT ATTENDANCE		
41	15D.	INDIVIDUAL COUNSELING		
42	15E.	GROUP COUNSELING		
43	15F.	GROUP GUIDANCE ACTIVITIES		
44	15G.	CONSULTATION WITH PARENTS		
45	15H.	CONSULTATION WITH TEACHERS		
46	15I.	CONSULTATION WITH ADMINISTRATORS		
47	15L.	INTERACTION WITH LOCAL SCHOOL ADMINISTRATION		
48	15M.	ESSENTIAL INSERVICE TRAINING OPPORTUNITIES FOR COUNSELORS		
49	15N.	ESSENTIAL INSERVICE TRAINING FOR OTHER GUIDANCE PERSONNEL		
50	15O.	SUPPORT OF SCHOOL ADMINISTRATION FOR THE GUIDANCE PROGRAM		
51	15P.	UTILIZATION OF SECRETARIES FOR GUIDANCE-RELATED ACTIVITIES		

(CONTINUED)

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
	15. (CON'T.)			
52	15R.	ACCEPTANCE OF PROGRAM BY TEACHERS	(SEE ABOVE)	
53	15S.	INVOLVEMENT OF GUIDANCE ADVISORY COMMITTEE.		

(END)

PAGE 1 OF 2
IN-SERVICE
(HIGH)

ASSESSMENT II

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	1A., 1B	PRINCIPAL REPORTS SCHOOL HAS IN-SERVICE PLANNING COMMITTEE OR A LOCAL SCHOOL LEADERSHIP TEAM.	<+> <-> <0>	EITHER OR BOTH NEITHER MISSING
2	2.	PRINCIPAL SUBMITS A COPY OF THE MEMBERSHIP LIST OF THIS/THESE GROUP(S) THAT IS DATED FOR 1980-81 SCHOOL YEAR AND INCLUDES THE DESIGNATION OF MEMBERS (PARENTS, STAFF, ETC.).	<+> <-> <0>	COMPLETE COPY INCOMPLETE COPY MISSING
	3.	PRINCIPAL REPORTS THAT SINCE JANUARY 1976, ALL PERSONNEL HAVE BEEN PROVIDED WITH IN-SERVICE TRAINING IN:		
3	3A.	TEACHER EXPECTATIONS	<+> <-> <0>	YES NO OR DON'T KNOW MISSING
4	3B.	HUMAN RELATIONS		
5	3C.	ETHNIC AND RACIAL AWARENESS		
6	3D.	THE COURT-ORDERED BILINGUAL/BICULTURAL AND MULTI-ETHNIC STUDIES PROGRAM		
7	3E.	THE COURT-ORDERED VOCATIONAL EDUCATION PROGRAM		
8	3F.	COUNSELING AND GUIDANCE PROGRAM		
9	3G.	IN-SERVICE TRAINING PROGRAM		
10	3H.	PUPIL REASSIGNMENT		
11	3I.	READING AND COMMUNICATION SKILLS		
12	3J.	SCHOOL-COMMUNITY RELATIONS COMPONENT		
13	3K.	UNIFORM CODE OF STUDENT CONDUCT		
14	3L.	THE TESTING PROGRAM		

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
15,16,17,18, 19,20,21,22, 23,24,25,26	3 (CON'T)	IF THE RESPONSE TO ANY OF THE ABOVE WAS NO ("NOT ALL WERE PROVIDED"), THEN THE NEXT RESPONSE MUST INDICATE THAT LESS THAN 25% OF PERSONNEL DID <u>NOT</u> RECEIVE IN-SERVICE TRAINING IN EACH OF THE ABOVE MENTIONED AREAS.	<+>	< 25%
			<->	≥ 25% OR DON'T KNOW
			<0>	MISSING
			<B>	YES (SEE 3-14 ABOVE)
27	6	IF ANY TEACHERS WERE REASSIGNED TO THIS SCHOOL TO COMPLY WITH THE 1978 COURT ORDER (YES TO #4.), THEN THE FOLLOWING ADMINISTRATIVE STAFF MUST HAVE RECEIVED IN-SERVICE SESSION RE THIS REASSIGNMENT: (A) PRINCIPAL OR ACTING PRINCIPAL (B) ASSISTANT PRINCIPAL (C) UNIT HEAD(S)	<+>	YES FOR (A), <u>AND</u> (C)
			<->	NO FOR <u>ANY</u> CATEGORY
			<0>	MISSING
			<B>	NO REASSIGNED TEACHERS (NO #4.)
28	8	IF TEACHERS WERE REASSIGNED (#4.) THEN EACH TEACHER MUST HAVE BEEN VISITED BY THE E.S.A.A. COORDINATOR DURING THE CURRENT SCHOOL YEAR.	<+>	WERE VISITED
			<->	WERE NOT VISITED OR DON'T KNOW
			<B>	NO REASSIGNED TEACHERS (NO #4.)

(END)

PAGE 1 OF 3
READING
(HIGH)

ASSESSMENT II

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	1.	PRINCIPAL REPORTS THAT A READING SPECIALIST IS CURRENTLY ASSIGNED TO THIS SCHOOL.	<+> <->	YES NO
2	5.	PRINCIPAL RATES THE TECHNICAL ASSISTANCE PROVIDED BY THE CITY-WIDE HIGH SCHOOL READING PROGRAM TO ENGLISH TEACHERS IN THIS SCHOOL AS ACCEPTABLE.	<+> <->	A, B, OR C D, FAIL, OR DON'T KNOW
3	7.	PRINCIPAL REPORTS THAT 9TH GRADE ENGLISH TEACHERS IN THIS SCHOOL ARE REQUIRED TO INCLUDE NGORT IN THEIR LESSON PLANS.	<+> <->	YES NO
4	8.	PRINCIPAL SUBMITS A WRITTEN EXPLANATION OF THE REQUIREMENT THAT 9TH GRADE ENGLISH TEACHERS INCLUDE NGORT IN THEIR LESSON PLANS.	<+> <-> <0>	COMPLETE EXPLANATION INCOMPLETE EXPLANATION OR NOT AVAILABLE MISSING
5	9.	PRINCIPAL REPORTS THAT ALL READING TEACHERS IN THE SCHOOL ACTUALLY INCLUDE NGORT IN THEIR LESSON PLANS.	<+> <->	ALL TEACHERS LESS THAN ALL OR DON'T KNOW
6	10.	PRINCIPAL REPORTS THAT AN ADMINISTRATOR REGULARLY MONITORS INDIVIDUAL ENGLISH TEACHER'S LESSON PLANS.	<+> <->	ADMINISTRATOR READING SPECIALIST OR NON-ADMINISTRATIVE STAFF MEMBER OR NO MONITORING

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
7	11., 12.	PRINCIPAL SUBMITS AN EXPLANATION OF HOW THE CITY-WIDE HIGH SCHOOL READING PROGRAM HAS BEEN EXPLAINED TO PARENTS.	<+>	COMPLETE EXPLANATION
			<->	INCOMPLETE, INAPPROPRIATE OR NOT AVAILABLE
			<0>	MISSING
8	13.	PRINCIPAL SUBMITS A LIST OF ALL CITY-WIDE ENGLISH AND READING TEXTS USED IN THIS SCHOOL.	<+>	SUBMITTED
			<->	INAPPROPRIATE, INCOMPLETE OR NOT AVAILABLE
			<0>	MISSING
9	14.	PRINCIPAL REPORTS THAT NGORT MATERIALS ARE BEING BLENDED WITH THE 9TH GRADE CITY-WIDE ENGLISH AND READING TEXTS IN USE IN THIS SCHOOL.	<+>	YES OR PARTIALLY
			<->	NO
10	20.	READING SPECIALIST REPORTS THAT ALL 9TH GRADE ENGLISH TEACHERS HAVE APPROPRIATE NGORT MATERIALS.	<+>	YES
			<->	NO
11	22.	READING SPECIALIST REPORTS THAT ALL 9TH GRADE ENGLISH TEACHERS HAVE AN APPROPRIATE AMOUNT OF NGORT MATERIALS.	<+>	YES
			<->	NO

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
12	24., 25.	READING SPECIALIST REPORTS THAT 9TH GRADE ENGLISH TEACHERS IN THIS SCHOOL WHO ARE SCHEDULED TO USE NGORT ARE ACTUALLY USING IT AT FULL IMPLEMENTATION, I.E., MEETING REQUIREMENTS AS SET BY THE HIGH SCHOOL READING PROGRAM DIRECTOR.	<+> <->	ALL LESS THAN ALL OR DON'T KNOW
13	26., 27.	READING SPECIALIST REPORTS THAT THOSE TEACHERS SCHEDULED TO USE NGORT PROGRAM IN THIS SCHOOL ACTUALLY RECEIVED THE PRESCRIBED AMOUNT OF IN-SERVICE TRAINING FOR THE PROGRAM.	<+> <->	ALL OR MOST LESS THAN MOST OR DON'T KNOW
14	28.	READING SPECIALIST REPORTS THAT STUDENTS IN THIS SCHOOL HAVE BEEN ADMINISTERED ENGLISH PLACEMENT TESTS.	<+> <->	ALL OR MOST LESS THAN MOST OR DON'T KNOW
15	30.	READING SPECIALIST REPORTS THAT, SINCE SEPTEMBER 1980, HE HAS MET WITH THE PRINCIPAL RE IMPLEMENTATION OF THE CITY-WIDE HIGH SCHOOL READING PROGRAM.	<+> <->	≥ 10 MEETINGS < 10 MEETINGS

(END)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	1.,2.,3.,4.,5., 30.	SCHOOL RECEIVES APPROPRIATE TECHNICAL ASSISTANCE FOR SUPERVISION AND IMPLEMENTATION OF THE NGORT PROGRAM. (A) SPECIALIST ASSIGNED (B) EDUCATION TECHNICIAN(S) ASSIGNED AS APPROPRIATE (C) ASSISTANCE RATED AS ACCEPTABLE	<+> <-> <0>	(A),(B), AND (C) SATISFIED OR NOT APPLICABLE (A), OR (C) NOT SATISFIED (A), AND (C) SATISFIED OR UNABLE TO ASSESS DUE TO MISSING DATA
2	6.,7..8.,9.	EVIDENCE ESTABLISHES THAT: (A) TEACHERS ARE REQUIRED TO INCLUDE NGORT IN LESSON PLANS (B) THERE IS DIRECT AND REGULAR SUPERVISION OF TEACHER LESSON PLANS BY THE PRINCIPAL OR ANOTHER ADMINISTRATOR	<+> <-> <0>	(A) AND (B) SATISFIED (A) OR (B) NOT SATISFIED UNABLE TO ASSESS DUE TO MISSING DATA
3	20.,21.,22.,23.	EVIDENCE ESTABLISHES THAT: (A) 9TH GRADE ENGLISH TEACHERS HAVE APPROPRIATE NGORT MATERIALS (B) 9TH GRADE ENGLISH TEACHERS HAVE SUFFICIENT NGORT MATERIALS	<+> <-> <0>	(A) AND (B) SATISFIED (A) OR (B) NOT SATISFIED UNABLE TO ASSESS DUE TO MISSING DATA

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
4	MICHIGAN DEPT. OF EDUCATION & DPS DATA	IN 1980-81, SCHOOL MEETS MICHIGAN DEPARTMENT OF EDUCATION CRITERIA FOR "IMPROVING" SCHOOL CLASSIFICATION RE MEAP TEST RESULTS (10TH GRADE).	<+>	"IMPROVING" OR "STABLE" SCHOOL
			<->	"DECLINING" SCHOOL
			<B>	UNABLE TO ASSESS DUE TO MISSING MDE DATA
5,6	DPS DATA	IN 1980-81, SCHOOL ASSESSES ALL STUDENTS BY USE OF STANDARDIZED TESTS: (A) 10TH GRADE - MEAP (MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM) TESTS; AND (B) 11TH GRADE - CAT (CALIFORNIA ACHIEVEMENT TESTS)	<+>	≥ 90.0% ENROLLED STUDENTS TESTED
			<0>	85.0% - 89.9% ENROLLED STUDENTS TESTED OR > 100%
			<->	< 85.0% ENROLLED STUDENTS TESTED
7	DPS DATA	IN 1980-81, 11TH GRADE SCHOOL MEAN (GRADE EQUIVALENT UNITS) IS AT OR ABOVE DPS CITY MEAN FOR ADMINISTERED <u>READING</u> ACHIEVEMENT TEST (CALIFORNIA ACHIEVEMENT TESTS).	<+>	<u>AT OR ABOVE</u> CITY MEAN
			<->	<u>BELOW</u> CITY MEAN
8	COMMISSION DATA	TEACHERS AND COUNSELORS RATE THE TEACHING OF COMMUNICATION SKILLS AS SATISFACTORY OR IMPROVING IN 1980-81.	<+>	CALCULATED INDEX ≤ 3.0
			<->	CALCULATED INDEX > 3.0
			<0>	CALCULATED INDEX > 3.0 <u>AND</u> < 1978 RATING OR UNABLE TO ASSESS DUE TO MISSING DATA

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
9	DPS & MDE DATA	IN 1980-81, SCHOOL ATTAINS "ACCEPTABLE" RATING BASED ON GRADE 10 MEAP TEST RESULTS FOR READING.	<+>	≥ 75% STUDENTS IN CATEGORY 4
			<0>	50%-74% STUDENTS IN CATEGORY 4
			<->	< 50% STUDENTS IN CATEGORY 4
10	DPS & MDE DATA	SCHOOL SHOWS IMPROVEMENT IN READING ACHIEVEMENT BASED ON GRADE 10 MEAP TEST RESULTS (1979-80 TO 1980-81); CATEGORY 4 STATUS.	<+>	INCREASE OF ≥ 5% IN CATEGORY 4
			<0>	INCREASE OR DECREASE < 5% IN CATEGORY 4
			<->	DECREASE OF ≥ 5% IN CATEGORY 4
11	DPS & MDE DATA	SCHOOL SHOWS IMPROVEMENT IN READING ACHIEVEMENT BASED ON GRADE 10 MEAP TEST RESULTS (1979-80 TO 1980-81); CATEGORY 1 STATUS.	<+>	DECREASE OF ≥ 5% IN CATEGORY 1
			<0>	DECREASE OR INCREASE < 5% IN CATEGORY 1
			<->	INCREASE OF ≥ 5% IN CATEGORY 1
12	DPS & MDE DATA	SCHOOL SHOWS IMPROVEMENT IN READING ACHIEVEMENT BASED ON GRADE 11 CALIFORNIA ACHIEVEMENT TESTS (CAT) (1978-79 TO 1980-81); GRADE EQUIVALENT UNITS.	<+>	1980-81 MEAN GEU > 1978-79 MEAN GEU
			<0>	UNABLE TO ASSESS
			<->	1980-81 MEAN GEU < 1978-79 MEAN GEU

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
13	DPS DATA	SCHOOL SHOWS IMPROVEMENT IN READING ACHIEVEMENT BASED ON GRADE 11 CALIFORNIA ACHIEVEMENT TESTS (CAT) (1978-79 TO 1980-81); PERCENTS OF SCORES BELOW AVERAGE.	<+>	DECREASE OF ≥ 5% IN BELOW AVERAGE PERCENTS OF SCORES*
			<0>	DECREASE OR INCREASE < 5% IN BELOW AVERAGE PERCENTS OF SCORES OR UNABLE TO ASSESS
			<->	INCREASE ≥ 5% IN BELOW AVERAGE PERCENTS OF SCORES
14	DPS DATA	SCHOOL SHOWS IMPROVEMENTS IN READING ACHIEVEMENT BASED ON GRADE 11 CALIFORNIA ACHIEVEMENT TESTS (CAT) (1978-79 TO 1980-81); PERCENTS OF SCORES ABOVE AVERAGE.	<+>	INCREASE ≥ 2% IN ABOVE AVERAGE PERCENTS OF SCORES
			<0>	INCREASE OR DECREASE < 2% IN ABOVE AVERAGE PERCENTS OF SCORES OR UNABLE TO ASSESS
			<->	DECREASE ≥ 2% IN ABOVE AVERAGE PERCENTS OF SCORES
15	DPS DATA	GRADE 12 GRADUATES DEMONSTRATE MINIMAL PROFICIENCY BASED ON DETROIT HIGH SCHOOL PROFICIENCY EXAM (1980-81); ENDORSED DIPLOMAS.	<+>	≥ 73% GRADUATES PASS 3 AREAS
			<0>	65-74% GRADUATES PASS 3 AREAS
			<->	< 65% GRADUATES PASS 3 AREAS

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*If the percentage of students below average is below 5% in the base year, a <+> score is attributed to an increase ≥ 5% in the above average category.

(MORE)

PAGE 5 OF 5
READING
(HIGH)

ASSESSMENT III

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
16	DPS DATA	GRADE 12 GRADUATES DEMONSTRATE MINIMAL PROFICIENCY BASED ON DETROIT HIGH SCHOOL PROFICIENCY EXAM (1980-81); PASSING NO AREAS.	<+> <0> <->	≤ 3% PASS NO AREAS > 3% TO < 5% PASS NO AREAS ≥ 5% PASS NO AREAS

(END)

PAGE 1 OF 7
SCHOOL-COMMUNITY RELATIONS
(HIGH)

ASSESSMENT II

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	1.	PRINCIPAL REPORTS THAT SCHOOL HAS ORGANIZED A LSCRC/SCO.	<+>	YES
			<->	NO
2	2.	PRINCIPAL SUBMITS LSCRC/SCO MEMBERSHIP LIST FOR SCHOOL YEAR 1980-81. MEMBERSHIP LIST INCLUDES PARENTS.	<+>	≥ 50% OF MEMBERSHIP IS PARENTS AND COMMUNITY
			<->	< 50% OF MEMBERSHIP IS PARENTS AND COMMUNITY OR NOT AVAILABLE
			<0>	MISSING OR UNABLE TO DETERMINE PARENT DESIGNATION
3	3.	PRINCIPAL SUBMITS COPIES OF AGENDA FOR LSCRC/SCO MEETINGS FOR SCHOOL YEAR 1980-81.	<+>	≥ 50% OF SCHEDULED MEETINGS (PER #6.)
			<->	< 50% OF SCHEDULED MEETINGS (PER #6.) OR NOT AVAILABLE
			<0>	MISSING
4	4.	PRINCIPAL SUBMITS COPIES OF MINUTES FOR LSCRC/SCO MEETINGS FOR SCHOOL YEAR 1980-81	<+>	≥ 50% OF SCHEDULED MEETINGS (PER #6.)
			<->	< 50% OF SCHEDULED MEETINGS (PER #6.) OR NOT AVAILABLE
			<0>	MISSING

HIGH SCHOOL INDICATORS

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
5	5.	PRINCIPAL SUBMITS COPIES OF SIGN-IN SHEETS OR ATTENDANCE ROSTERS FOR LSCRC MEETINGS HELD IN SCHOOL YEAR 1980-81 (OR EXPLANATION DESCRIBING ACTUAL ATTENDANCE).	<+>	≥ 50% OF SCHEDULED MEETINGS (PER #6.)
			<->	< 50% OF SCHEDULED MEETINGS (PER #6.) OR NOT AVAILABLE
			<0>	MISSING
6	6.	PRINCIPAL SUBMITS COPY OF LSCRC/SCO SCHEDULE OF MEETINGS FOR SCHOOL YEAR 1979-80; TIME AND DATES ARE INDICATED FOR AT LEAST 5 MEETINGS.	<+>	SUBMITTED LIST FOR ≥ 5 MEETINGS
			<->	< 5 MEETINGS INDICATED OR NOT AVAILABLE
			<0>	MISSING OR UNABLE TO DETERMINE DATES OR TIME
7	7.	PRINCIPAL SUBMITS A COPY OF LSCRC/SCO BY-LAWS FOR SCHOOL YEAR 1980-81; INCLUDES OFFICERS, COMPOSITION OF MEMBERSHIP, AND PROPOSED MEETING SCHEDULE.	<+>	SUBMITTED AND MEETS CRITERIA
			<->	DOES NOT MEET CRITERIA OR NOT AVAILABLE
			<0>	MISSING
8	8.	PRINCIPAL SUBMITS COPY OF THE LSCRC/SCO OPERATING BUDGET; INDICATES SOURCE OF INCOME AND DISBURSEMENTS.	<+>	SUBMITTED AND INCLUDES SOURCE OF INCOME AND DISBURSEMENTS
			<->	DOES NOT MEET CRITERIA OR NOT AVAILABLE
			<0>	MISSING

(MORE)

D-75

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
9	9A.	PRINCIPAL SAYS SCHOOL PROVIDES LSCRC/SCO WITH SUPPLIES.	<+> <->	YES NO
10	9B.	PRINCIPAL SAYS SCHOOL PROVIDES LSCRC/SCO WITH SECRETARIAL SUPPORT.	<+> <->	YES NO
11	9C.	PRINCIPAL SAYS SCHOOL PROVIDES LSCRC/SCO WITH DUPLICATION.	<+> <->	YES NO
12	9D.	PRINCIPAL SAYS SCHOOL PROVIDES LSCRC/SCO WITH OTHER APPROPRIATE SUPPORT.	<+> <B>	YES NO OR MISSING
13	10.	PRINCIPAL REPORTS THAT GUIDE FOR EFFECTIVE SCHOOL-COMMUNITY RELATIONS WAS DISTRIBUTED TO ALL 1980-81 MEMBERS OF LSCRC.	<+> <->	YES NO
14	11.	PRINCIPAL SAYS SCHOOL RECEIVED SUFFICIENT COPIES OF GUIDE FOR ALL MEMBERS PER OFFICIAL MEMBERSHIP ROSTER.	<+> <->	≤ 10% MEMBERSHIP DID NOT RECEIVE GUIDE > 10% MEMBERSHIP DID NOT RECEIVE GUIDE
15	12.	PRINCIPAL SUBMITS A WRITTEN EXPLANATION OF HOW GUIDE WAS DISTRIBUTED, I.E. METHOD USED AND TO WHOM.	<+> <-> <0>	SUBMITTED DOCUMENT MEETS CRITERIA DOES NOT MEET CRITERIA OR NOT AVAILABLE MISSING

HIGH SCHOOL INDICATORS

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
16	13A.	PRINCIPAL SAYS LSCRC/SCO BY-LAWS WERE DISTRIBUTED TO MEMBERS OF LSCRC/SCO.	<+> <->	YES NO
17	13B.	... BY-LAWS DISTRIBUTED TO OTHER ORGANIZED PARENT GROUPS.	<+> <-> <B>	YES NO NO OTHER PARENT GROUPS
18	13C.	... BY-LAWS DISTRIBUTED TO OTHER PARENTS.	<+> <->	YES NO
19	14.	PRINCIPAL REPORTS THAT LSCRC/SCO MEETS IN AN APPROPRIATE LOCATION.	<+> <->	INDICATION IN WRITTEN COMMENTS THAT APPROPRIATE LOCATION HAS BEEN PROVIDED INDICATION IN WRITTEN COMMENTS THAT APPROPRIATE LOCATION HAS NOT BEEN PROVIDED
20	15.	PRINCIPAL SUBMITS LIST OF ALL GROUPS, ORGANIZATIONS, AND COMMITTEES WITH PARENT REPRESENTATION AFFILIATED WITH SCHOOL.	<+> <-> <0>	SUBMITTED LIST OR WRITTEN VERIFICATION THAT ITEM IS NOT APPLICABLE NOT AVAILABLE MISSING
21	16.	PRINCIPAL SUBMITS A WRITTEN EXPLANATION OF THE ORGANIZATION OF LSCRC/SCO RE RELATIONSHIP WITH OTHER PARENT GROUPS, I.E., COMMUNICATIONS, WORKING RELATIONSHIPS, COMMON GOALS.	<+> <-> <0>	SUBMITTED EXPLANATION MEETS CRITERIA DOCUMENT DOES NOT MEET CRITERIA OR NOT AVAILABLE MISSING

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
	17.	PRINCIPAL REPORTS THAT LSCRC/SCO HAS AN ADVISORY ROLE IN THIS SCHOOL WITH RESPECT TO:		
22	17A.	CURRICULUM ISSUES		
23	17B.	THE PHYSICAL CONDITION OF THE SCHOOL		
24	17C.	IMPLEMENTATION OF COURT-ORDERED PROGRAMS		
25	17D.	FINANCE CONSIDERATIONS		
26	17E.	MEDIATION OF CONFLICTS		
27	17F.	SECURITY ISSUES		
28	17G.	ENCOURAGING PARENTAL INVOLVEMENT IN SCHOOL AFFAIRS	<+>	YES
29	17H.	INCREASING UNDERSTANDING AMONG PARENTS FROM DIFFERENT COMMUNITIES	<->	NO
30	17I.	STRENGTHENING COMMUNICATION BETWEEN SCHOOL PERSONNEL AND PARENTS	<0>	MISSING
31	17J.	SELECTION OF ADMINISTRATORS		
32	17K.	SELECTION OF FACULTY		
33	17L.	GENERAL PERSONNEL MATTERS		
34	17M.	SCHOOL RESOURCES (E.G. SECRETARIAL SERVICES) PROVIDED TO THE LSCRC		
35	17N.	STUDENT ACHIEVEMENT IN READING AND MATH		

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
36	18.	PRINCIPAL SUBMITS LIST OF LSCRC/SCO PROJECTS, AND THE STATUS OF EACH, UNDERTAKEN DURING 1980-81.	<+> <-> <0>	ATTACHED DOCUMENT MEETS CRITERIA DOCUMENT DOES NOT MEET CRITERIA OR NOT AVAILABLE MISSING
37	19.	PRINCIPAL SUBMITS NAME OF LSCRC/SCO REPRESENTATIVE TO REGION SCHOOL-COMMUNITY RELATIONS COMMITTEE; NAME IS ON LSCRC/SCO MEMBERSHIP LIST.	<+> <-> <0>	SUBMITTED NAME APPEARS ON LSCRC/SCO MEMBERSHIP LIST NAME NOT ON LSCRC/SCO MEMBERSHIP LIST OR NO REPRESENTATIVE MISSING
38	20.	REPRESENTATIVE TO REGION SCHOOL-COMMUNITY RELATIONS COMMITTEE IS NOT AN EMPLOYEE OF THE DETROIT PUBLIC SCHOOLS.	<+> <-> <0>	PARENT, COMMUNITY REPRESENTATIVE DETROIT PUBLIC SCHOOLS EMPLOYEE STUDENT OR UNABLE TO DETERMINE
39	21.	PRINCIPAL SAYS THAT LSCRC/SCO REPRESENTATIVE TO REGION SCHOOL-COMMUNITY RELATIONS COMMITTEE MAKES REPORTS TO LSCRC/SCO REGARDING ACTIVITIES.	<+> <->	YES NO
40	22.	PRINCIPAL SAYS THAT INFORMATION REGARDING STATUS OF COURT-ORDERED PROGRAMS (AND COURT ORDERS) IS PROVIDED TO LSCRC/SCO.	<+> <->	YES NO

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
41	23.	PRINCIPAL SUBMITS WRITTEN EXPLANATION WHICH INDICATES HOW COURT-ORDER STATUS INFORMATION IS DISSEMINATED; MUST INDICATE COMPONENTS REPORTED.	<+> <-> <0>	ATTACHED EXPLANATION MEETS CRITERIA SUBMITTED EXPLANATION DOES NOT MEET CRITERIA OR NOT AVAILABLE MISSING
	25.	DURING SCHOOL YEAR 1980-81, THE REGION SCHOOL-COMMUNITY RELATIONS ADMINISTRATOR:		
42	25A.	ASSISTED THIS SCHOOL TO INCREASE PARENTAL INVOLVEMENT	<+> <->	YES NO
43	25B.	ORGANIZED, CONDUCTED, OR ASSISTED IN WORKSHOPS FOR LSCRC MEMBERS		
44	25C.	PROVIDED INFORMATION REGARDING THE STATUS OF COURT PROCEEDINGS		
45	25D.	PROVIDED INFORMATION REGARDING THE STATUS OF COURT-ORDERED EDUCATIONAL COMPONENTS		
46	25E.	ASSISTED IN MEDIATING CONFLICTS		
47	25F.	ASSISTED IN CLARIFYING THE ROLE OF OF THE LSCRC		

(END)

PAGE 1 OF 8
SCHOOL COMMUNITY RELATIONS
(HIGH)

ASSESSMENT III

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	2.	MEMBERSHIP LIST MEETS THESE CRITERIA: (A) PARENTS ≥ 40% OF MEMBERSHIP (B) COMMUNITY REPRESENTATIVES ≥ 10% (C) SCHOOL PERSONNEL REPRESENTATIVES INCLUDE AT LEAST: (C.1) 1 ADMINISTRATOR (C.2) 1 TEACHER (C.3) EITHER 1 PARA-PROFESSIONAL, 1 CUSTODIAL, OR 1 SECRETARIAL (D) ≥ 20 VOTING MEMBERS	<+> <0> <->	MEMBERSHIP MEETS ALL CRITERIA (A), (B), (C.1), (C.2), AND (D) MET EITHER (A), (B), (C.1), (C.2) OR (D) NOT MET
2	4.,17.	PRINCIPAL SUBMITS MEETING MINUTES FOR AT LEAST 5 MEETINGS. AGENDA (OR MINUTES) INCLUDE: (A) TOPICS DISCUSSED (B) TOPICS LISTED WILL INCLUDE AT LEAST 10 OF THE 14 ISSUES ENUMERATED IN ITEM #17.	<+> <0> <->	ALL CRITERIA SATISFIED (A) MET AND (B) 7-9 ISSUES ENUMERATED (A) NOT MET OR ≤ 6 ISSUES ENUMERATED
3	2.,5.	DATA COLLECTION ITEMS #2. AND #5. ESTABLISH THAT: (A) OVERALL ATTENDANCE AT EACH OF 5 MEETINGS REPRESENTS AT LEAST 50% OF OFFICIAL MEMBERSHIP; AND (B) ATTENDANCE OF PARENTS AT EACH OF 5 MEETINGS REPRESENTS AT LEAST 50% OF PARENT MEMBERSHIP.	<+> <0> <->	ALL CRITERIA SATISFIED EITHER (A) OR (B) SATISFIED BOTH (A) AND (B) NOT SATISFIED

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
4	7.	BY-LAWS WILL INCLUDE THESE ITEMS: OFFICERS, MEMBERSHIP, COMPOSITION, REGULAR MEETING DATES, SUBCOMMITTEES (STANDING OR ADHOC).	<+> <->	ALL CRITERIA SATISFIED 1 OR MORE CRITERIA NOT SATISFIED OR BY-LAWS NOT SUBMITTED
5	10.,11.	OPERATING BUDGET SUBMITTED WILL INDICATE: (A) SOURCE AND AMOUNT OF INCOME (B) SOURCE AND AMOUNT OF DISBURSEMENTS (C) SUBMITTED LIST OF PROJECTS (ITEM #18) WILL CONCUR WITH OPERATING BUDGET	<+> <0> <->	BUDGET SUBMITTED AND ALL CRITERIA SATISFIED (A) AND (B) SATISFIED OR MISSING < 2 CRITERIA SATISFIED OR BUDGET NOT SUBMITTED
6	8.,9.	THE SCHOOL PROVIDES APPROPRIATE SERVICES TO SUPPORT ALL LSCRC/SCO NEEDS: (A) SUPPLIES, (B) SECRETARIAL SUPPORT, (C) DUPLICATION, OR (D) OTHER NEEDED SUPPORT.	<+> <->	(A), (B), AND (C) ARE PROVIDED OR PROVIDED FOR IN OPERATING BUDGET EITHER (A), (B), OR (C) ARE NOT PROVIDED OR NOT PROVIDED FOR IN OPERATING BUDGET
7	10.,11.,12.	DATA COLLECTION ITEMS #10.-12. ESTABLISH THE FOLLOWING: (A) ALL LSCRC MEMBERS RECEIVED COPIES OF THE GUIDE (B) EXPLANATION OF DISTRIBUTION INDICATES THIS PROCESS WAS INITIATED NO LATER THAN 11/80	<+> <0> <->	(A), (B), AND (C) SATISFIED (A), (B) SATISFIED EITHER (A) OR (B) NOT SATISFIED

(CONTINUED)

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
7 (CON'T)	10.,11.,12. (CON'T)	(C) ASSURANCE THAT IF DISTRIBUTED AT A MEETING ABSENT MEMBERS WERE PROVIDED COPIES OF THE GUIDE	*(SEE ASSESSMENT ITEM #7 ABOVE)*	
8	13A.,13B.,13C.	DATA COLLECTION ITEM #13. ESTABLISHES THAT: (A) BY-LAWS WERE DISTRIBUTED TO: (A.1) LSCRC MEMBERS (A.2) OTHER PARENT GROUPS (A.3) OTHER NON-AFFILIATED PARENTS (B) DISTRIBUTION PROCESS PROVIDED FOR ACCESS BY ALL PARENTS	<+> <0> <->	(A) AND (B) SATISFIED ALL CRITERIA EXCEPT (A.3) SATISFIED ≥ 1 CRITERION NOT SATISFIED (EXCLUDING A.3)
9	3.,4.,18.	SUBMITTED LIST ESTABLISHES THAT PROJECTS ARE DIRECTLY RELATED TO ISSUES INCLUDED IN ITEM #17. AND TOPICS SUMMARIZED IN MINUTES AND AGENDA.	<+> <0> <->	≥ 40% PROJECTS RELATED (PER ITEM #17. ISSUES) ≥ 25% AND < 40% PROJECTS RELATED (PER ITEM #17. ISSUES) < 25% OF PROJECTS ARE RELATED (PER ITEM #17. ISSUES)
10	4.,21.,22., 23.,24.	EVIDENCE IS PROVIDED WHICH INDICATES THAT LSCRC/SCO REGIONAL REPRESENTATIVE MAKES REPORTS TO THE LOCAL COMMITTEE.	<+> <0> <->	LSCRC/SCO REPRESENTATIVE MADE REGIONAL REPORTS AT ≥ 50% OF MEETINGS REPORTS MADE AT 25% TO < 50% OF MEETINGS REPORTS MADE AT < 25% OF MEETINGS OR NO REPRESENTATIVE

(MORE)

[DATA SOURCE FOR ASSESSMENT ITEMS 11-24 IS CHAIRMAN OF LOCAL SCHOOL-COMMUNITY RELATIONS COMMITTEES (HIGH SCHOOLS 1980-81)]

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
11	4.	CHAIRMAN CONFIRMS THAT LSCRC/SCO MEETINGS WERE HELD MONTHLY.	<+>	≥ 8 MEETINGS
			<0>	6-7 MEETINGS
			<->	< 6 MEETINGS
12	5F.,5G.,5H.	CHAIRMAN INDICATES THAT PARENTS, SCHOOL PERSONNEL, AND OTHER COMMUNITY REPRESENTATIVES ATTEND MEETINGS ON A REGULAR BASIS.	<+>	RATES ATTENDANCE OF ALL AS BEING OFTEN OR ALWAYS
			<0>	RATES ATTENDANCE OF PARENTS AND STAFF AS OFTEN OR ALWAYS, BUT ATTENDANCE OF COMMUNITY REPRESENTATIVES AS SOMETIMES
			<->	RATES ATTENDANCE OF PARENTS AS SOMETIMES OR POORER
13	6.,7.	CHAIRMAN CONFIRMS THAT LSCRC/SCO HAS AN OPERATING BUDGET AND INDICATES THE PRIMARY SOURCES OF FUNDS.	<+>	CRITERIA SATISFIED
			<0>	OPERATING BUDGET, BUT SOURCE NOT INDICATED
			<->	NO OPERATING BUDGET
14	8.	CHAIRMAN INDICATES THAT DISAGREEMENTS BETWEEN TEACHERS, PARENTS, AND THE SCHOOL, AND THE ADMINISTRATION ARE USUALLY SETTLED.	<+>	ALMOST ALWAYS OR USUALLY RESOLVED THERE ARE NO DISAGREEMENTS IN THIS SCHOOL
			<0>	SOMETIMES RESOLVED OR DON'T KNOW
			<->	OFTEN AVOIDED OR DENIED OR ALMOST ALWAYS AVOIDED OR DENIED

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
15	9.	CHAIRMAN INDICATES THAT LSCRC/SCO VOTING MEMBERS ARE CHOSEN IN AN APPROPRIATE FASHION; I.E. OPEN ELECTION, APPROPRIATE APPOINTMENT, SELF-SELECTION, OR MIX OF THESE.	<+> <->	APPROPRIATE SELECTION PROCESS ANY VOLUNTEER AT MEETING ALLOWED TO VOTE
16	10.	CHAIRMAN REPORTS THAT THE SCHOOL PROVIDES THE FOLLOWING INFORMATION TO THE LSCRC/SCO: (A) LOCAL SCHOOL FINANCE CONSIDERATIONS (B) CURRICULUM ISSUES (C) GENERAL PERSONNEL MATTERS (D) STUDENT ACHIEVEMENT IN READING (E) STUDENT ACHIEVEMENT IN MATH (F) SELECTION OF ADMINISTRATORS (G) SELECTION OF FACULTY (H) IMPLEMENTATION AND STATUS OF COURT-ORDERED COMPONENTS	<+> <0> <->	YES, ≥ 7 ISSUES YES, 6 ISSUES YES, < 6 ISSUES
17	11.	CHAIRMAN IS AWARE OF AVAILABLE PRINTED MATERIAL STATING: (A) GENERAL AUTHORITY OF THIS LSCRC/SCO (B) SCHOOL RESOURCES AVAILABLE TO LSCRC/SCO (C) PROCEDURES FOR RESOLVING ISSUES AND PROCESSING GRIEVANCES (D) PROCEDURES FOR SELECTION OF LOCAL SCHOOL PRINCIPALS (E) PROCEDURES FOR SELECTION OF OTHER SCHOOL PERSONNEL	<+> <0> <->	YES (A),(B),(C), AND (D) YES, 3 AREAS YES, < 3 AREAS

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
18	13. (PART I)	CHAIRMAN REPORTS THAT THE LSCRC/SCO HAS AN ADVISORY ROLE IN THIS SCHOOL RE: (A) CURRICULUM ISSUES (B) THE PHYSICAL CONDITION OF THE SCHOOL (C) IMPLEMENTATION OF THE COURT-ORDERED COMPONENTS (D) FINANCE CONSIDERATIONS (E) MEDIATION OF CONFLICTS (F) SECURITY ISSUES (G) ENCOURAGING PARENTAL INVOLVEMENT IN SCHOOL AFFAIRS (H) INCREASING UNDERSTANDING AMONG PARENTS FROM DIFFERENT COMMUNITIES (I) STRENGTHENING COMMUNICATION BETWEEN SCHOOL PERSONNEL AND PARENTS (J) SELECTION OF ADMINISTRATORS (K) SELECTION OF FACULTY (L) GENERAL PERSONNEL MATTERS (M) SCHOOL RESOURCES (E.G. SECRETARIAL SERVICES) PROVIDED TO THE LSCRC/SCO	<+> <0> <->	YES, (A),(B),(C), (D), (E), (F), (G),(H),(I),(J), AND (M) (11 AREAS) YES, 9-10 AREAS YES, < 9 AREAS
19	13. (PART II)	CHAIRMAN REPORTS SATISFACTION WITH THE ADVISORY ROLE OF THE LSCRC/SCO RE AREAS LISTED UNDER ASSESSMENT ITEM #18, ABOVE.	<+> <0> <->	SATISFIED, ≥ 11 AREAS SATISFIED, 8-10 AREAS SATISFIED, < 8 AREAS
20	14.	CHAIRMAN REPORTS THAT THE PRINCIPAL ENCOURAGES PARENTS: (A) TO ATTEND LSCRC/SCO MEETINGS (B) TO BECOME MEMBERS OF THE LSCRC/SCO (C) TO ATTEND SCHOOL FUNCTIONS (D) TO BECOME INVOLVED IN SCHOOL AFFAIRS (E) TO USE THE "GUIDE" TO DEVELOP AN EFFECTIVE LSCRC/SCO IN THIS SCHOOL	<+> <0> <->	YES, ALL AREAS YES, 4 AREAS YES, < 4 AREAS

(MORE)

D-87

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
21	15B., 15C., 15D., 15E., 15P.	CHAIRMAN REPORTS THAT THE LSCRC/SCO IS WORTHWHILE AND EFFECTIVE: (B) LSCRC'S SHOULD NOT BE ELIMINATED (C) THE MAJORITY OF GRIEVANCES EXPRESSED BY THIS LSCRC/SCO ARE JUSTIFIED (D) THE LSCRC/SCO IN THIS SCHOOL IS A WORTHWHILE ORGANIZATION (E) MOST LSCRC/SCO MEMBERS MAKE A VALUABLE CONTRIBUTION TO THE EDUCATIONAL FUNCTION OF THIS SCHOOL (P) THIS LSCRC/SCO IS AN EFFECTIVE ORGANIZATION	<+> <0> <->	ALL CATEGORIES REFLECT POSITIVE ASSESSMENTS 4 CATEGORIES REFLECT POSITIVE ASSESSMENTS < 4 CATEGORIES REFLECT POSITIVE ASSESSMENTS
22	15F., 15H., 15K.	CHAIRMAN REPORTS THAT THE LSCRC/SCO HAS SUPPORT OF PRINCIPAL, TEACHERS, AND PARENTS: (F) THE PRINCIPAL OF THIS SCHOOL IS SUPPORTIVE OF THE LSCRC/SCO (H) MOST OF THE TEACHERS IN THIS SCHOOL ARE SUPPORTIVE OF THE LSCRC/SCO (K) MOST PARENTS IN THIS SCHOOL ARE SUPPORTIVE OF THE LSCRC/SCO	<+> <0> <->	ALL GROUPS SUPPORTIVE 2 GROUPS SUPPORTIVE < 2 GROUPS SUPPORTIVE
23	15L.	CHAIRMAN REPORTS THAT SCHOOL STAFF DOES NOT DOMINATE THE FUNCTIONING OF THE LSCRC/SCO.	<+> <0> <->	DISAGREE OR STRONGLY DISAGREE NEUTRAL AGREE OR STRONGLY AGREE

HIGH SCHOOL INDICATORS

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
24	16.,17.	CHAIRMAN INDICATES THAT HE HAS NOT CONSIDERED LEAVING THE LSCRC/SCO BECAUSE OF ORGANIZATIONAL OR OTHER PROBLEMS INCIDENTAL TO AUTHORITY AND EFFECTIVENESS.	<+> <0> <->	NO OR YES, BUT NEVER SERIOUS YES, ONCE OR TWICE YES, MANY TIMES

(END)

PAGE 1 OF 3
STUDENT CODE OF CONDUCT
(HIGH)

ASSESSMENT II

D-89

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
	1.	COPIES OF THE UNIFORM CODE OF STUDENT CONDUCT (BLUE BOOKLET) HAVE BEEN DELIVERED, SINCE SEPTEMBER 1980, TO:		
1	1A.	ADMINISTRATORS	<+> <->	YES NO
2	1B.	TEACHERS		
3	1C.	SUPPORT STAFF		
4	1D.	9TH GRADERS		
5	1E.	10TH GRADERS		
6	1F.	11TH GRADERS		
7	1G.	12TH GRADERS		
8	1H.	LOCAL SCHOOL-COMMUNITY RELATIONS COMMITTEE		
9	1I.	OTHER PARENTS		
10	2.	PRINCIPAL SUBMITS A COPY OF THE SCHOOL'S 1980-81 DISCIPLINE AND ATTENDANCE POLICY THAT MUST INCLUDE PROVISIONS FOR IDENTIFYING AND ACTING ON TRUANCIES.	<+> <-> <0>	COMPLETE POLICY INCOMPLETE OR NO POLICY SUBMITTED MISSING
11	3.	PRINCIPAL SUBMITS A WRITTEN EXPLANATION OF HOW THE ABOVE MENTIONED POLICY WAS DISSEMINATED, TO WHOM IT WAS DISSEMINATED, AND IN WHAT FORM.	<+> <-> <0>	COMPLETE EXPLANATION INCOMPLETE OR NO EXPLANATION SUBMITTED MISSING

(MORE)

HIGH SCHOOL INDICATORS

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
12	4.	PRINCIPAL REPORTS THAT THE CURRENT POLICY WENT INTO EFFECT BEFORE 10/80.	<+> <->	BEFORE 10/80 AFTER 10/80 OR IS NOT CURRENTLY IN EFFECT
13	5.	PRINCIPAL SUBMITS A COPY OF THE SCHOOL'S 1980-81 ATTENDANCE PROCEDURES THAT MAY HAVE BEEN DISSEMINATED TO STAFF AND STUDENTS. (PROCEDURES MAY BE INCLUDED IN THE ATTENDANCE POLICY BUT THEY MUST BE CLEARLY DISTINGUISHABLE). THEY MUST INCLUDE PROVISIONS FOR IDENTIFYING AND ACTING ON TRUANCIES.	<+> <-> <0>	COMPLETE PROCEDURES INCOMPLETE OR NO PROCEDURES SUBMITTED MISSING
14	6.	PRINCIPAL SUBMITS WRITTEN EXPLANATION OF HOW THE SCHOOL'S 1980-81 ATTENDANCE PROCEDURES WERE DISSEMINATED, ON WHAT DATES, AND TO WHOM.	<+> <-> <0>	COMPLETE STATEMENT INCOMPLETE OR NO STATEMENT SUBMITTED MISSING
15	7.	PRINCIPAL REPORTS THAT SCHOOL HAS AN ATTENDANCE CENTER.	<+> <->	YES NO
16	8.	PRINCIPAL REPORTS THAT THE ATTENDANCE CENTER IS STAFFED BY A DEPARTMENT HEAD AND SECRETARY/CLERK.	<+> <0> <->	DEPARTMENT HEAD AND SECRETARY/CLERK DEPARTMENT HEAD ONLY SECRETARY/CLERK ONLY OR OTHER STAFFING ARRANGEMENT

(MORE)

PAGE 3 OF 3
STUDENT CODE OF CONDUCT
(HIGH)

ASSESSMENT II

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
17	9.	PRINCIPAL REPORTS THAT THE CURRENT PROCEDURES WENT INTO EFFECT BEFORE 10/80.	<+> <->	BEFORE 10/80 AFTER 10/80
18	10.	PRINCIPAL REPORTS THAT HE ATTENDED ORIENTATION ON THE UNIFORM CODE OF STUDENT CONDUCT DURING 1980-81.	<+> <->	YES NO
19	12.	PRINCIPAL REPORTS THAT REPORTS OF ALL STUDENT INFRACTIONS OF THE UNIFORM CODE ARE SENT TO THE REGION.	<+> <->	YES NO
	14.	PRINCIPAL REPORTS THAT REPORTS OF ALL STUDENT INFRACTIONS OF THE UNIFORM CODE ARE SENT TO THE REGION.		
20	14A.	(A) EACH MONTH	<+> <->	YES FOR (A),(B), AND (C) NO FOR ANY CATEGORY
	14B.	(B) EACH SEMESTER		
	14C.	(C) END OF EACH ACADEMIC YEAR		
21	15.	THE UNIFORM CODE OF STUDENT CONDUCT IS DISPLAYED.		
		(A) PROMINENTLY	<+> <-> <0>	YES FOR (A) AND (B) NO FOR EITHER CATEGORY UNABLE TO DETERMINE
		(B) IN A CENTRAL LOCATION		

(END)

PAGE 1 OF 3
STUDENT CODE OF CONDUCT
(HIGH)

ASSESSMENT III

ASSESSMENT ITEM	DATA SOURCE	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	DPS DATA	MARCH 1981 AVERAGE DAILY ATTENDANCE (RECORD ROOM) > CITY-WIDE HIGH SCHOOL SCHOOL AVERAGE DAILY ATTENDANCE.	<+> <-> <0>	MARCH 1981 AVERAGE > 81.5% MARCH 1981 AVERAGE < 81.5% MARCH 1981 AVERAGE = 81.5% OR DATA NOT AVAILABLE
2	DPS DATA	MARCH 1981 AVERAGE DAILY ATTENDANCE (RECORD ROOM) IMPROVED OVER PREVIOUS YEAR (1978 79).	<+> <-> <0>	MARCH 1981 AVERAGE > 1979 AVERAGE MARCH 1981 AVERAGE < 1979 AVERAGE MARCH 1981 AVERAGE = 1979 AVERAGE
3	DPS DATA	MARCH 1981 AVERAGE DAILY ATTENDANCE (CLASSROOM) > CITY-WIDE HIGH SCHOOL AVERAGE CLASSROOM ATTENDANCE	<+> <-> <0>	MARCH 1981 MEAN > 73.6% MARCH 1981 MEAN < 73.6% MARCH 1981 MEAN = 73.6% OR DATA NOT AVAILABLE
4	DPS DATA	MARCH 1981 AVERAGE DAILY ATTENDANCE (CLASSROOM) IMPROVED OVER PREVIOUS YEAR (1978-79).	<+> <-> <0>	MARCH 1981 MEAN > 1979 MEAN MARCH 1981 MEAN > 1979 MEAN MARCH 1981 MEAN = 1979 MEAN OR DATA NOT AVAILABLE
5	DPS DATA	COMPARISON OF AVERAGE DAILY RECORD ROOM AND CLASSROOM ATTENDANCE INDICATES LITTLE OR NO IN-SCHOOL TRUANCY.	<+> <-> <0>	< 5% DIFFERENCE ≥ 10% DIFFERENCE ≥ 5% AND < 10% DIFFERENCE OR DATA NOT AVAILABLE

(MORE)

PAGE 2 OF 3
STUDENT CODE OF CONDUCT
(HIGH)

ASSESSMENT III

ASSESSMENT ITEM	DATA SOURCE	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
6	DPS DATA	EVIDENCE INDICATES THAT SCHOOL HAS REDUCED IN-SCHOOL TRUANCY FROM INDICATED 1978-79 LEVEL.	<+> <-> <0>	MARCH 1981 DIFFERENCE < 1978-79 DIFFERENCE MARCH 1981 DIFFERENCE > 1978-79 DIFFERENCE MARCH 1981 DIFFERENCE = 1978-79 DIFFERENCE ± 1.0% OR DATA NOT AVAILABLE
7	DPS DATA	IN PRACTICE SCHOOL DOES NOT USE MULTIPLE EXCLUSIONS; A STUDENT IS EXCLUDED (IF WARRANTED) < 3 TIMES DURING SCHOOL YEAR. (CONTINUE BELOW)	<+> <-> <0>	NO SINGLE STUDENT EXCLUDED 3 TIMES ANY STUDENT EXCLUDED 3 TIMES DATA NOT AVAILABLE
8	DPS DATA	(CONTINUED FROM 3 ABOVE)	<+> <-> <0>	NO SINGLE STUDENT EXCLUDED 4 TIMES ANY STUDENT EXCLUDED 4 TIMES DATA NOT AVAILABLE
9	DPS DATA	(CONTINUED FROM 3 ABOVE)	<+> <-> <0>	NO SINGLE STUDENT EXCLUDED 5 TIMES ANY STUDENT EXCLUDED 5 TIMES DATA NOT AVAILABLE
10	DPS DATA	(CONTINUED FROM 3 ABOVE)	<+> <-> <0>	NO SINGLE STUDENT EXCLUDED ≥ 6 TIMES ANY STUDENT EXCLUDED ≥ 6 TIMES DATA NOT AVAILABLE

(MORE)

PAGE 3 OF 3
STUDENT CODE OF CONDUCT
(HIGH)

ASSESSMENT 111

ASSESSMENT ITEM	DATA SOURCE	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
11	DPS DATA	WHERE A STUDENT HAS AT LEAST ONE PREVIOUS EXCLUSION FOR AN "A" OFFENCE, SCHOOL SUSPENDS FOR SECOND "A" OFFENCE.	<+>	NO SINGLE STUDENT WITH 1 PREVIOUS "A" EXCLUSION EXCLUDED AND NOT SUSPENDED FOR CODE VIOLATIONS "A"
			<->	ANY STUDENT WITH 1 PREVIOUS EXCLUSION EXCLUDED AND NOT SUSPENDED FOR CODE VIOLATIONS "A"
			<0>	DATA NOT AVAILABLE
12	DPS DATA	WHERE A STUDENT HAS AT LEAST TWO PREVIOUS EXCLUSIONS, SCHOOL SUSPENDS FOR "A" OFFENCE.	<+>	NO SINGLE STUDENT WITH 2 PREVIOUS EXCLUSIONS EXCLUDED AND NOT SUSPENDED FOR CODE VIOLATIONS "A"
			<->	ANY STUDENT WITH 2 PREVIOUS EXCLUSIONS EXCLUDED AND NOT SUSPENDED FOR CODE VIOLATIONS "A"
			<0>	DATA NOT AVAILABLE
13	COMMISSION DATA	TEACHERS AND COUNSELORS RATE ADMINISTRATION OF DISCIPLINE AS ACCEPTABLE.	<+>	CALCULATED INDEX $\leq$ 3.0
			<->	CALCULATED INDEX > 3.0
			<0>	ITEM RESPONSE RATE < 40% OR DATA NOT AVAILABLE
14	DPS DATA	SCHOOL MAKES REGULAR REPORTS OF STUDENT CODE ACTIVITY TO CENTRAL ADMINISTRATION.	<+>	RECORDS INDICATE SCHOOL HAS REPORTED SUMMARY OF STUDENT CODE ACTIVITY FOR 1980-81
			<->	NO SUMMARY OF STUDENT CODE ACTIVITY REPORTED FOR 1980-81
15	DPS DATA	DUE PROCESS IS OBSERVED.	<+>	NO DUE PROCESS APPEAL UPHELD
			<->	> 1 APPEAL UPHELD
			<0>	1 APPEAL UPHELD

(END)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	1.	PRINCIPAL REPORTS THAT SCHOOL HAS DESIGNATED BUILDING TEST COORDINATOR.	<+>	YES
			<->	NO
2	2.	STAFF POSITION OF BUILDING TEST COORDINATOR IS APPROPRIATE.	<+>	ASSISTANT PRINCIPAL, UNIT HEAD, TEACHER OR OTHER: PRINCIPAL
			<->	COUNSELOR OR OTHER: ANY NON TEACHING STAFF
3	3.	PRINCIPAL SUBMITS OFFICIAL ACHIEVEMENT PLAN THAT OUTLINES TESTING PROGRAM PLANS FOR 1980-81 SCHOOL YEAR.	<+>	DOCUMENT SUBMITTED
			<->	DOCUMENT NOT AVAILABLE OR DOES NOT OUTLINE TESTING PROGRAM PLANS
			<0>	MISSING
	4.	SCHOOL REPORTS RESULTS TO PARENTS OF THE FOLLOWING ACHIEVEMENT TESTS:		
4	4A.	CALIFORNIA ACHIEVEMENT TEST	<+>	YES
			<->	NO
5	4B.	MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM	<+>	YES
			<->	NO
6	4C.	OTHER: IF ANY	<+>	YES
			<->	NO
			<B>	NO OTHER ACHIEVEMENT TESTS

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
7	5.	PRINCIPAL SUBMITS AN EXPLANATION OF THE METHOD USED TO REPORT SUMMARIES OF THE ACHIEVEMENT TEST SCORES FROM TESTS MENTIONED IN ITEM #4. EXPLANATION MUST INCLUDE DATES, TO WHOM THE REPORTS ARE SENT, AND A DESCRIPTION OF THE REPORTING METHOD.	<+> <-> <0>	COMPLETE EXPLANATION INCOMPLETE OR NO EXPLANATION SUBMITTED MISSING
8	7.	BUILDING TEST COORDINATOR REPORTS HAVING RECEIVED APPROXIMATELY 6 OR MORE HOURS OF TRAINING OR IN-SERVICING IN THE INTERPRETATION AND USE OF CRITERIA-BASED TESTS.	<+> <->	≥ 6 HOURS < 6 HOURS
9	8.	BUILDING TEST COORDINATOR IS INVOLVED BETWEEN 20% TO 100% OF HIS TIME IN TEST-RELATED ACTIVITIES.	<+> <->	20% TO 100% < 20% OR DON'T KNOW
10	10.	BUILDING TEST COORDINATOR SUBMITS A COPY OF THE SCHOOL'S PLAN FOR TEACHER TRAINING IN THE INTERPRETATION AND USE OF CRITERIA-BASED TESTS. PLAN MUST INCLUDE SCHEDULE OF TRAINING PROGRAM WITH DATES AND LENGTH OF SESSIONS.	<+> <-> <0>	COMPLETE PLAN INCOMPLETE OR NO PLAN SUBMITTED MISSING

(MORE)

PAGE 3 OF 3
TESTING
(HIGH)

ASSESSMENT II

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
11	13.	BUILDING TEST COORDINATOR SUBMITS A WRITTEN EXPLANATION OF THE NUMBERS OF STUDENTS BY GRADE WHO WERE OFFICIALLY EXCLUDED FROM TAKING THE CAT AND MEAP TESTS, INCLUDES THE REASONS THE STUDENTS WERE OFFICIALLY EXCLUDED.	<+> <-> <0>	COMPLETE EXPLANATION INCOMPLETE OR NO EXPLANATION SUBMITTED MISSING
12	14.	BUILDING TEST COORDINATOR HAS ASSISTED BETWEEN 60% AND 100% OF THE TEACHERS IN THE INTERPRETATION AND UTILIZATION OF CRITERIA-BASED TESTS.	<+> <->	≥ 60% < 60% OR DON'T KNOW
13	15.	BUILDING TEST COORDINATOR ATTENDED, DURING THE CURRENT SCHOOL YEAR (1980-81), AN ORIENTATION FOR TEST COORDINATORS.	<+> <->	YES NO

(END)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	1.	PRINCIPAL SUBMITS A COPY OF THE MASTER SCHEDULE OF CLASSES FOR SCHOOL YEAR 1980-81.	<+>	SCHEDULE SUBMITTED
			<->	SCHEDULE NOT SUBMITTED
			<0>	MISSING
2	2.	PRINCIPAL SUBMITS A COPY OF THE MASTER TEACHING SCHEDULE FOR VOCATIONAL EDUCATION TEACHERS FOR SCHOOL YEAR 1980-81.	<+>	SCHEDULE SUBMITTED
			<->	SCHEDULE NOT SUBMITTED
			<0>	MISSING
3	3.	PRINCIPAL REPORTS THAT SCHOOL HAS BEEN ASSIGNED A COOPERATIVE EDUCATION (CO-OP) COORDINATOR(S).	<+>	≥ 1 COORDINATOR ASSIGNED
			<->	NO COORDINATOR ASSIGNED
			<0>	MISSING
4	4.	PRINCIPAL REPORTS THAT STUDENTS ARE ABLE TO ARRANGE SCHEDULES WITH MORE THAN 5 CLASS PERIODS.	<+>	STUDENTS ABLE TO ARRANGE 6 OR 7 CLASS PERIOD SCHEDULE
			<->	STUDENTS NOT ABLE TO ARRANGE 6 OR 7 CLASS PERIOD SCHEDULE
			<0>	MISSING
5	5.	PRINCIPAL REPORTS THAT TEACHERS ARE ASSIGNED TO: (A) BUSINESS & DISTRIBUTIVE EDUCATION (B) HOME ECONOMICS (C) TRADE & INDUSTRIAL EDUCATION (D) HEALTH (E) OTHER	<+>	VOCATIONAL TEACHERS ARE ASSIGNED TO: (A),(B),(C), AND (D) OR (E)
			<->	VOCATIONAL TEACHERS NOT ASSIGNED TO ONE OR MORE OF (A),(B),(C) OR (D) AND (E)
			<0>	MISSING

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
6	6.	TRADE & INDUSTRIAL EDUCATION DEPARTMENT HEAD REPORTS THAT MAJOR EQUIPMENT IN THE DEPARTMENT IS ADEQUATE TO TEACH PROGRAM OBJECTIVES.	<+>	ADEQUATE OR SOMEWHAT ADEQUATE
			<->	INADEQUATE OR DON'T KNOW
			<0>	MISSING
			<B>	NO TRADE & INDUSTRIAL DEPARTMENT HEAD
7	7.	TRADE & INDUSTRIAL EDUCATION DEPARTMENT HEAD REPORTS THAT MAJOR ITEMS OF EQUIPMENT ARE AVAILABLE TO TEACH PROGRAM OBJECTIVES.	<+>	ALL MAJOR ITEMS AVAILABLE OR ≯ 1 MAJOR ITEM NOT AVAILABLE
			<->	≥ 2 MAJOR ITEMS NOT AVAILABLE
			<0>	MISSING
			<B>	NO TRADE & INDUSTRIAL DEPARTMENT HEAD
8	8.	TRADE & INDUSTRIAL EDUCATION DEPARTMENT HEAD REPORTS THAT MAJOR ITEMS OF EQUIPMENT ARE IN REPAIR.	<+>	ALL MAJOR ITEMS IN REPAIR OR ≯ 2 MAJOR ITEMS IN NEED OF REPAIR & REPAIRABLE
			<->	≥ 3 MAJOR ITEMS ARE IN NEED OF REPAIR
			<0>	MISSING
			<B>	NO TRADE & INDUSTRIAL DEPARTMENT HEAD

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
9	9.	TRADE & INDUSTRIAL EDUCATION DEPARTMENT HEAD REPORTS THAT MAJOR ITEMS OF EQUIPMENT DO NOT NEED REPLACEMENT.	<+>	NO REPLACEMENT NECESSARY OR ≯ 2 MAJOR ITEMS OF EQUIPMENT NEED REPLACEMENT
			<->	≥ 3 MAJOR ITEMS NEED REPLACEMENT
			<0>	MISSING
			<B>	NO TRADE & INDUSTRIAL DEPARTMENT HEAD
10	11.	TRADE & INDUSTRIAL EDUCATION DEPARTMENT HEAD REPORTS THAT DEPARTMENTAL FACILITIES ARE ADEQUATE TO TEACH PROGRAM OBJECTIVES.	<+>	ADEQUATE OR SOMEWHAT ADEQUATE
			<->	INADEQUATE OR DON'T KNOW
			<0>	MISSING
			<B>	NO TRADE & INDUSTRIAL DEPARTMENT HEAD
11	12.	TRADE & INDUSTRIAL EDUCATION DEPARTMENT HEAD REPORTS THAT <u>SUPPLIES</u> AND <u>MATERIALS</u> ARE ADEQUATE TO TEACH PROGRAM OBJECTIVES.	<+>	ADEQUATE OR SOMEWHAT ADEQUATE
			<->	INADEQUATE OR DON'T KNOW
			<0>	MISSING
			<B>	NO TRADE & INDUSTRIAL DEPARTMENT HEAD

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
12	13.	BUSINESS & DISTRIBUTIVE EDUCATION DEPARTMENT HEAD REPORTS THAT MAJOR ITEMS OF EQUIPMENT IN THE DEPARTMENT ARE ADEQUATE TO TEACH PROGRAM OBJECTIVES.	<+>	ADEQUATE OR SOMEWHAT ADEQUATE
			<->	INADEQUATE OR DON'T KNOW
			<0>	MISSING
			<B>	NO BUSINESS & DISTRIBUTIVE EDUCATION DEPARTMENT HEAD
13	14.	BUSINESS & DISTRIBUTIVE EDUCATION DEPARTMENT HEAD REPORTS THAT MAJOR ITEMS OF EQUIPMENT ARE AVAILABLE TO TEACH PROGRAM OBJECTIVES.	<+>	ALL MAJOR ITEMS AVAILABLE OR ≤ 1 MAJOR ITEM NOT AVAILABLE
			<->	≥ 2 MAJOR ITEMS NOT AVAILABLE
			<0>	MISSING
			<B>	NO BUSINESS & DISTRIBUTIVE EDUCATION DEPARTMENT HEAD
14	15.	BUSINESS & DISTRIBUTIVE EDUCATION DEPARTMENT HEAD REPORTS THAT MAJOR ITEMS OF EQUIPMENT ARE IN REPAIR.	<+>	ALL MAJOR ITEMS IN REPAIR OR ≤ 2 MAJOR ITEMS IN NEED OF REPAIR & REPAIRABLE
			<->	≥ 3 MAJOR ITEMS IN NEED OF REPAIR
			<0>	MISSING
			<B>	NO BUSINESS & DISTRIBUTIBUTIVE EDUCATION DEPARTMENT HEAD

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
15	16.	BUSINESS & DISTRIBUTIVE EDUCATION DEPARTMENT HEAD REPORTS THAT MAJOR ITEMS OF EQUIPMENT DO NOT NEED REPLACEMENT.	<+>	NO REPLACEMENT NECESSARY OR ≤ 2 MAJOR ITEMS OF EQUIPMENT NEED REPLACEMENT
			<->	≥ 3 MAJOR ITEMS OF EQUIPMENT NEED REPLACEMENT
			<0>	MISSING
			<B>	NO BUSINESS & DISTRIBUTIVE EDUCATION DEPARTMENT HEAD
16	18.	BUSINESS & DISTRIBUTIVE EDUCATION DEPARTMENT HEAD REPORTS THAT DEPARTMENTAL FACILITIES ARE ADEQUATE TO TEACH PROGRAM OBJECTIVES.	<+>	ADEQUATE OR SOMEWHAT ADEQUATE
			<->	INADEQUATE OR DON'T KNOW
			<0>	MISSING
			<B>	NO BUSINESS & DISTRIBUTIVE EDUCATION DEPARTMENT HEAD
17	19.	BUSINESS & DISTRIBUTIVE EDUCATION DEPARTMENT HEAD REPORTS THAT <u>SUPPLIES</u> AND <u>MATERIALS</u> ARE ADEQUATE TO TEACH PROGRAM OBJECTIVES.	<+>	ADEQUATE OR SOMEWHAT ADEQUATE
			<->	INADEQUATE OR DON'T KNOW
			<0>	MISSING
			<B>	NO BUSINESS & DISTRIBUTIVE EDUCATION DEPARTMENT HEAD

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
18	20.	HOME ECONOMICS DEPARTMENT HEAD REPORTS THAT MAJOR ITEMS OF EQUIPMENT IN THE DEPARTMENT ARE ADEQUATE TO TEACH PROGRAM OBJECTIVES.	<+>	ADEQUATE OR SOMEWHAT ADEQUATE
			<->	INADEQUATE OR DON'T KNOW
			<0>	MISSING
			<B>	NO HOME ECONOMICS DEPARTMENT HEAD
19	21.	HOME ECONOMICS DEPARTMENT HEAD REPORTS THAT MAJOR ITEMS OF EQUIPMENT ARE AVAILABLE TO TEACH PROGRAM OBJECTIVES.	<+>	ALL MAJOR ITEMS AVAILABLE OR ≯ 1 MAJOR ITEM NOT AVAILABLE
			<->	≥ 3 MAJOR ITEMS NOT AVAILABLE
			<0>	MISSING
			<B>	NO HOME ECONOMICS DEPARTMENT HEAD
20	22.	HOME ECONOMICS DEPARTMENT HEAD REPORTS THAT MAJOR ITEMS OF EQUIPMENT ARE IN REPAIR.	<+>	ALL MAJOR ITEMS IN REPAIR OR ≯ 2 MAJOR ITEMS ARE IN NEED OF REPAIR & REPAIRABLE
			<->	≥ 2 MAJOR ITEMS IN NEED OF REPAIR
			<0>	MISSING
			<B>	NO HOME ECONOMICS DEPARTMENT HEAD

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
21	23	HOME ECONOMICS DEPARTMENT HEAD REPORTS THAT MAJOR ITEMS OF EQUIPMENT DO NOT NEED REPLACEMENT.	<+>	NO REPLACEMENT NECESSARY OR ≤ 2 MAJOR ITEMS OF EQUIPMENT NEED REPLACEMENT
			<->	≥ 3 MAJOR ITEMS OF EQUIPMENT NEED REPLACEMENT
			<0>	MISSING
			<B>	NO HOME ECONOMICS DEPARTMENT HEAD
22	24	HOME ECONOMICS DEPARTMENT HEAD REPORTS THAT THE DEPARTMENTAL FACILITIES ARE ADEQUATE TO TEACH PROGRAM OBJECTIVES.	<+>	ADEQUATE OR SOMEWHAT ADEQUATE
			<->	INADEQUATE OR DON'T KNOW
			<0>	MISSING
			<B>	NO HOME ECONOMICS DEPARTMENT HEAD
23	26	HOME ECONOMICS DEPARTMENT HEAD REPORTS THAT <u>SUPPLIES</u> AND <u>MATERIALS</u> ARE ADEQUATE TO TEACH PROGRAM OBJECTIVES.	<+>	ADEQUATE OR SOMEWHAT ADEQUATE
			<->	INADEQUATE OR DON'T KNOW
			<0>	MISSING
			<B>	NO HOME ECONOMICS DEPARTMENT HEAD

(END)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
1	1., 2.	THE MASTER SCHEDULE OF CLASSES AND THE MASTER TEACHING SCHEDULE PROVIDE EVIDENCE OF PREVOCATIONAL AND VOCATIONAL OPPORTUNITIES: (A) CLASSES ARE OFFERED IN EACH MAJOR VOCATIONAL AREA; I.E., TRADE & INDUSTRIAL EDUCATION, HOME ECONOMICS, AND BUSINESS/DISTRIBUTIVE EDUCATION (B) VOCATIONAL TEACHERS COMPRISE APPROXIMATELY 1/5 OF THE TEACHING STAFF (C) THE SCHOOL HAS AT LEAST TWO VOCATIONAL EDUCATION DEPARTMENT HEADS (INCLUDING BUSINESS)	<+> <0> <->	ALL CRITERIA SATISFIED 2 CRITERIA SATISFIED ≤ 1 CRITERION SATISFIED
2	6.,13.,20.	ALL VOCATIONAL EDUCATION DEPARTMENT HEADS REPORT THAT THE MAJOR EQUIPMENT IN THEIR DEPARTMENTS IS ADEQUATE TO TEACH PROGRAM OBJECTIVES.	<+> <0> <->	≤ 5.0 COMPOSITE RATING INDEX > 5.0 AND ≤ 9.0 COMPOSITE RATING INDEX > 9.0 AND ≤ 15.0 COMPOSITE RATING INDEX
3	7.,14.,21.	ALL VOCATIONAL EDUCATION DEPARTMENT HEADS REPORT THAT MAJOR EQUIPMENT IN THEIR DEPARTMENTS IS AVAILABLE TO TEACH PROGRAM OBJECTIVES.	<+> <0> <->	≤ 1 MAJOR ITEM REPORTED NOT AVAILABLE IN ANY DEPARTMENT > 1 AND ≤ 2 MAJOR ITEMS OF EQUIPMENT NOT AVAILABLE IN ANY DEPARTMENT > 2 MAJOR ITEMS OF EQUIPMENT NOT AVAILABLE IN ANY DEPARTMENT

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
4	8.,15.,22.	ALL VOCATIONAL EDUCATION DEPARTMENT HEADS REPORT THAT MOST MAJOR ITEMS OF EQUIPMENT ARE IN REPAIR.	<+>	≤ 2 MAJOR ITEMS IN NEED OF REPAIR (ALL DEPARTMENTS)
			<0>	3 MAJOR ITEMS IN NEED OF REPAIR (ALL DEPARTMENTS)
			<->	> 3 MAJOR ITEMS IN NEED OF REPAIR (ALL DEPARTMENTS)
5	11.,18.,15.	ALL DEPARTMENT HEADS REPORT THAT THE FACILITIES AVAILABLE TO THEIR DEPARTMENTS ARE ADEQUATE TO TEACH PROGRAM OBJECTIVES.	<+>	≤ 5.0 COMPOSITE RATING INDEX
			<0>	> 5.0 AND ≤ 9.0 COMPOSITE RATING
			<->	> 9.0 AND ≤ 15.0 COMPOSITE RATING INDEX
6	12.,19.,26.	ALL DEPARTMENT HEADS REPORT THAT THE SUPPLIES AND MATERIALS AVAILABLE TO THEIR DEPARTMENTS ARE ADEQUATE TO TEACH PROGRAM OBJECTIVES.	<+>	≤ 5.0 COMPOSITE RATING INDEX
			<0>	> 5.0 AND ≤ 9.0 COMPOSITE RATING INDEX
			<->	> 9.0 AND ≤ 15.0 COMPOSITE RATING INDEX

[DATA SOURCE FOR ASSESSMENT ITEMS 7-18 IS VOCATIONAL EDUCATION TEACHERS IN HIGH SCHOOL BUSINESS AND DISTRIBUTIVE EDUCATION PROGRAMS. ASSESSMENT ITEMS 19-30 REPRESENT A REPEAT FOR CONSUMER/HOME ECONOMICS (WAGE AND NON-WAGE) PROGRAMS. ASSESSMENT ITEMS 31-42 REPRESENT A REPEAT FOR TRADE AND INDUSTRIAL EDUCATION PROGRAMS.]

7,19,31	2.	TEACHERS INDICATE THAT STUDENTS HAVE SATISFACTORY OPPORTUNITIES TO PARTICIPATE IN PREVOCATIONAL COURSES.	<+>	OPPORTUNITIES INDEX ≤ 3.0
			<0>	OPPORTUNITIES INDEX > 3.0 AND ≤ 3.5 OR ITEM RESPONSE RATE < 40%
			<->	OPPORTUNITIES INDEX > 3.5 AND ≤ 5.0

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
8,20,32	3.	TEACHERS INDICATE THAT STUDENTS HAVE SATISFACTORY OPPORTUNITIES TO PARTICIPATE IN VOCATIONAL COURSES.	<+>	OPPORTUNITIES INDEX ≤ 3.0
			<0>	OPPORTUNITIES INDEX > 3.0 AND ≤ 3.5 OR ITEM RESPONSE RATE < 40%
			<->	OPPORTUNITIES INDEX > 3.5 AND ≤ 5.0
9,21,33	4.	TEACHERS INDICATE THAT STUDENTS HAVE SATISFACTORY OPPORTUNITIES TO PARTICIPATE IN CO-OP PROGRAMS.	<+>	OPPORTUNITIES INDEX ≤ 3.0
			<0>	OPPORTUNITIES INDEX > 3.0 AND ≤ 3.5 OR ITEM RESPONSE RATE < 40%
			<->	OPPORTUNITIES INDEX > 3.5 AND ≤ 5.0
10,22,34	5.	TEACHERS INDICATE THAT THE CONDITION OF THE MAJOR EQUIPMENT THEY USE TO TEACH VOCATIONAL EDUCATION SUBJECTS IS SATISFACTORY.	<+>	CONDITION INDEX ≤ 3.0
			<0>	CONDITION INDEX > 3.0 AND ≤ 3.5 OR ITEM RESPONSE RATE < 40%
			<->	CONDITION INDEX > 3.5 AND ≤ 5.0
11,23,35	6.	TEACHERS INDICATE THAT THE MAJOR EQUIPMENT THEY USE TO TEACH VOCATIONAL EDUCATION SUBJECTS IS ADEQUATE TO PROGRAM OBJECTIVES	<+>	ADEQUACY INDEX ≤ 3.0
			<0>	ADEQUACY INDEX > 3.0 AND ≤ OR ITEM RESPONSE RATE < 40%
			<->	ADEQUACY INDEX > 3.5 AND ≤ 5.0
12,24,36	7.	TEACHERS INDICATE THAT THE CONDITION OF THE PRINCIPAL FACILITY(S) THEY USE TO TEACH VOCATIONAL EDUCATION SUBJECTS IS SATISFACTORY.	<+>	CONDITION INDEX ≤ 3.0
			<0>	CONDITION INDEX > 3.0 AND ≤ 3.5 OR ITEM RESPONSE RATE < 40%
			<->	CONDITION INDEX > 3.5 AND ≤ 5.0

(MORE)

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
13,25,37	8.	TEACHERS INDICATE THAT THE PRINCIPAL FACILITY(S) THEY USE TO TEACH VOCATIONAL EDUCATION SUBJECTS IS ADEQUATE TO PROGRAM OBJECTIVES.	<+>	ADEQUACY INDEX ≤ 3.0
			<0>	ADEQUACY INDEX > 3.0 AND ≤ 3.5 OR ITEM RESPONSE RATE < 40%
			<->	ADEQUACY INDEX > 3.5 AND ≤ 5.0
14,26,38	9.	TEACHERS INDICATE THAT THE SUPPLIES THEY USE TO TEACH VOCATIONAL EDUCATION SUBJECTS ARE SATISFACTORY.	<+>	SUPPLIES INDEX ≤ 3.0
			<0>	SUPPLIES INDEX > 3.0 AND ≤ 3.5 OR ITEM RESPONSE RATE < 40%
			<->	SUPPLIES INDEX > 3.5 AND ≤ 5.0
15,27,39	10.	TEACHERS INDICATE THAT "COMPETENCY-BASED EDUCATION" STRATEGIES ARE INCORPORATED IN PREVOCATIONAL AND VOCATIONAL CLASSES.	<+>	≥ 70% OF CLASSES
			<0>	≥ 50% AND < 70% OF CLASSES
			<->	< 50% OF CLASSES
16,28,40	11A.,11B.,11C.	TEACHERS REPORT PARTICIPATION IN INSERVICE TRAINING IN:		
		(A) CHANGING ON-THE-JOB SKILL REQUIREMENTS	<+>	≥50% PARTICIPATION IN ≥ 2 AREAS (A),(B), OR (C)
		(B) ORIENTATION TO THE DETROIT AREA VOCATIONAL CENTERS	<0>	≥ 50% AND < 80% PARTICIPATION IN 1 AREA (A),(B), OR (C) OR < 40% ITEM RESPONSE RATE
		(C) USE OF "COMPENTENCY-BASED EDUCATION" STRATEGIES	<->	< 50% PARTICIPATION IN 3 AREAS (A),(B), OR (C)

(MORE)

PAGE 5 OF 5
VOCATIONAL EDUCATION
(HIGH)

ASSESSMENT III

ASSESSMENT ITEM	DATA COLLECTION FORM ITEM	INDICATORS OF CRITERIA SATISFACTION	SCORING	RESPONSE/CONTENT
17,29,41	12A.,12C.	TEACHERS REPORT PARTICIPATION IN EITHER (A) UNIVERSITY CLASSES, OR (B) PAID WORK IN THEIR CURRICULAR AREAS.	<+> <B> <0>	≥ 40% PARTICIPATION IN EITHER (A) OR (B) OR BOTH < 40% PARTICIPATION < 40% ITEM RESPONSE RATE
18,30,42	12B.	TEACHERS REPORT PARTICIPATION IN PROFESSIONAL OR TRADE ASSOCIATION ACTIVITIES IN THEIR CURRICULAR AREAS.	<+> <B> <0>	≥ 70% PARTICIPATION < 70% PARTICIPATION < 40% ITEM RESPONSE RATE

(END)

SECTION E: EXPLANATORY TABLES

The commission used various methods of data collection and various sources of information to prepare Profiles of Detroit's Public High Schools: 1975-1981 (April 1982).* The tables included in this section of the longitudinal study of the Detroit public high schools were compiled from data collected and reported by the school system, and from surveys conducted by the commission. These tables are explained individually within this section. They concern:

- High School Student Attrition
- Classroom and School Attendance
- Reading Achievement
- Student Code of Conduct
- Class Size
- Vocational Education
- Bilingual Education

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*Other "section" reports include:

- Section A: Introduction; Background: Process, Method, and Impact
- Section B: Summary Findings
- Section C: Profiles of Individual Detroit Public High Schools
- Section D: Assessment Schematic; Minimal Criteria; Indicators of Criteria Satisfaction
- Section E: Explanatory Tables
- Section F: Scoring Matrices for Individual High Schools

The commission released "Observations and Recommendations Based on Profiles of Detroit's Schools: 1975-1981" simultaneously with the longitudinal Profiles.

SECTION E INDEX

CHART E-1: Student attrition from the Detroit public high schools, regular day school programs, as illustrated by the progress of the 1977 cohort E-1

TABLE E-1: Average record period and classroom attendance for Detroit public high schools, 1978-79 and 1980-81 . . . . E-3

TABLE E-2: Average English department classroom attendance for selected Detroit public high schools, by grade (showing membership), day of week, and class period, 1980-81 . . . . E-4

TABLE E-3: Average classroom attendance by department for Detroit public high schools, grades 9-12, 1980-81 . . . . E-5

TABLE E-4: Selected demographic and achievement data for Detroit public high schools, 1980-81 . . . . . E-6

TABLE E-5: Percents of grade 10 students in each of four categories of achievement on the Michigan Educational Assessment Program reading tests, Detroit public high schools, 1979-80 and 1980-81 . . . . E-7

TABLE E-6: Percents of Detroit public high school grade 12 students tested and percents passing none, one, two, and three areas of the Detroit High School Proficiency Exam, May 1981 . . . . . . E-8

TABLE E-7: Numbers and percents of Detroit public high school grade 10 students tested for the Michigan Educational Assessment Program (MEAP), 1980-81 . . . . E-9

TABLE E-8: Numbers and percents of Detroit public high school grade 10 students tested for the Michigan Educational Assessment Program (MEAP), by 4th Friday membership and MEAP school identification data, 1981-82 . . . . E-10

TABLE E-9: Numbers and percents of Detroit public high school grade 11 students tested on the California Achievement Tests (CAT), 1978-79 and 1980-81. . E-11

TABLE E-10: Numbers of graduates from regular day school programs, and numbers and percents with endorsed diplomas, Detroit public high schools, June 1981 . . . . E-12

TABLE E-11: Detroit public high school grade 11 reading achievement scores on the California Achievement Tests (CAT), in grade equivalent units and percents of scores in three achievement categories, 1978-79 and 1980-81 . . . . E-13

TABLE E-12: Numbers and means of exclusions and suspensions for illegal behavior and general prohibited behavior, Detroit public high schools, 1980-81 . E-14

TABLE E-13: Exclusions and suspensions per 100 students in membership, Detroit public high schools, 1978-79 and 1980-81 . . . . E-15

TABLE E-14: Number of exclusions and suspensions for truancy and average record period and classroom attendance for Detroit public high schools, 1980-81 . . . . E-16

TABLE E-15: Numbers and means of exclusions and of students excluded, Detroit public high schools, 1978-79 and 1980-81 . . . . E-17

TABLE E-16: Numbers of exclusions and suspensions for selected offenses constituting illegal behavior, Detroit public high schools, 1980-81 . . . . E-18

TABLE E-17: Numbers of Detroit public high school classes by class size intervals and subject areas, March 1981 . . . . E-19

TABLE E-18: Numbers and percents of Detroit public high school classes by class size intervals and region, March 1981 . . . . E-20

TABLE E-19: Median and mean sizes of Detroit public high school classes, by region, 1978 to 1981 . . . . E-21

TABLE E-20: Numbers of Detroit public high school classes by class size intervals, March 1981 . . . . E-22

TABLE E-21: Summary--numbers of vocational and business education classes and pupil contacts, and percentage change compared to the 4th Friday membership, Detroit public high schools, 1978-79 and 1980-81 . . . . E-23

TABLE E-22: Numbers of vocational education classes and pupil contacts, and percentage change compared to 4th Friday membership, Detroit public high schools, 1978-79 and 1980-81 . . . . E-24

TABLE E-23: Numbers of business education classes and pupil contacts, and percentage change compared to 4th Friday membership, Detroit public high schools, 1978-79 and 1980-81 . . . . E-25

TABLE E-24: Summary--indices of opportunities for participation in prevocational, vocational and cooperative education programs, Detroit public high schools, 1978-79 and 1980-81 . . . . E-26

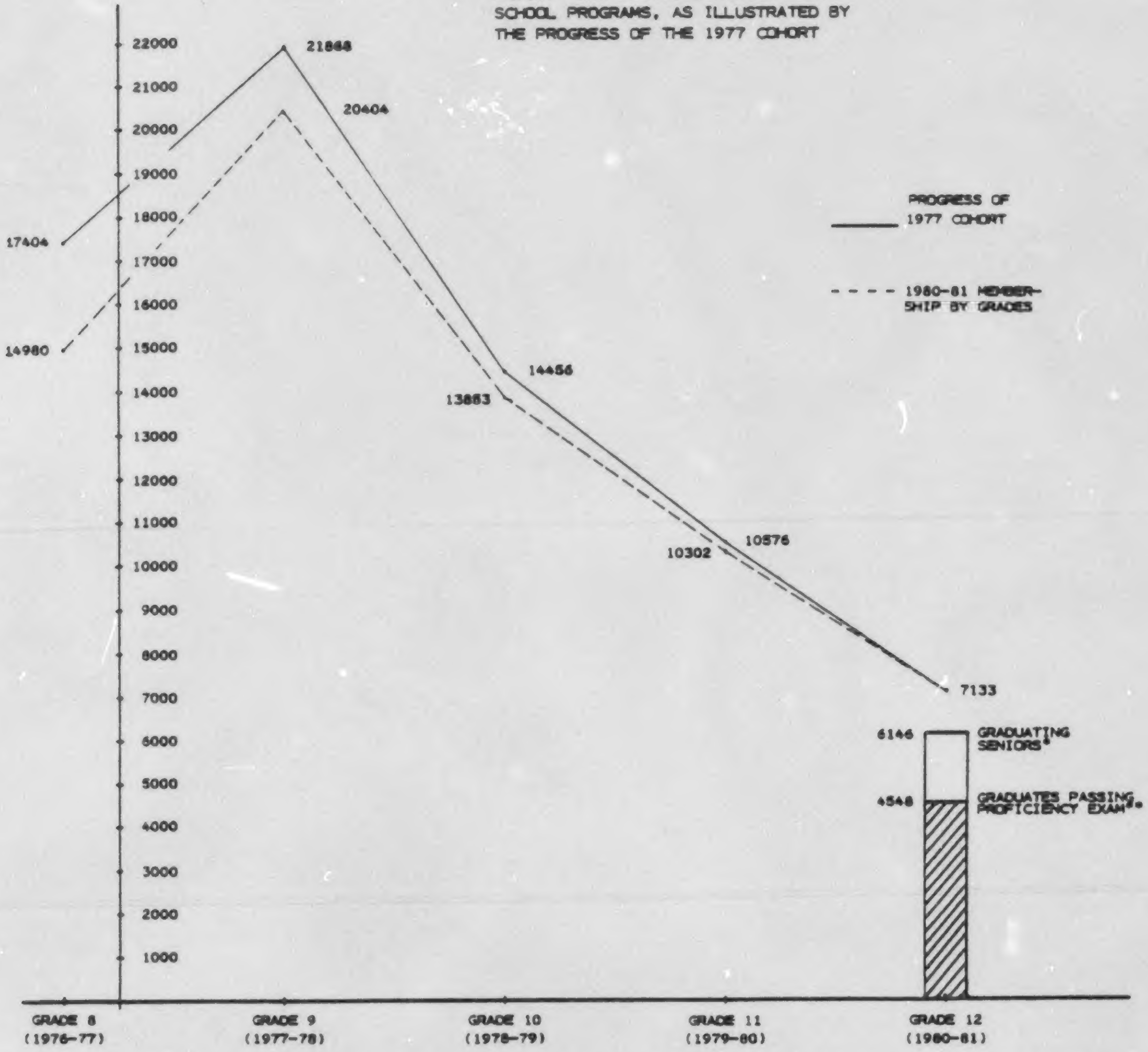
TABLE E-25: Business education--indices of opportunities for participation in prevocational, vocational and cooperative education programs, Detroit public high schools, 1978-79 and 1980-81 . . . E-27

TABLE E-26: Trade and industrial education--indices of opportunities for participation in prevocational, vocational and cooperative education programs, Detroit public high schools, 1978-79 and 1980-81 . . . . E-28

TABLE E-27: Home economics (wage and non-wage)--indices of opportunities for participation in prevocational, vocational and cooperative education programs, Detroit public high schools, 1978-79 and 1980-81 . . . . E-29

TABLE E-28: Numbers of instructional staff, students identified as eligible for bilingual instruction, and type of services provided, for Detroit public high schools reporting data, 1980-81 . . . . . E-30

CHART E-1: STUDENT ATTRITION FROM THE DETROIT PUBLIC HIGH SCHOOLS, REGULAR DAY SCHOOL PROGRAMS, AS ILLUSTRATED BY THE PROGRESS OF THE 1977 COHORT



* *Graduating seniors reports the numbers of students graduated from regular day high school programs (including Aero Mechanics) in June 1981. Other students graduated from evening and summer school programs, are not reported here, and are not counted in these membership figures. City-wide, 87% of the 1981 high school graduates were black.*

** *Graduates passing all of the Detroit High School Proficiency Examination receive an endorsed diploma.*

TABLE E-1: AVERAGE RECORD PERIOD[a] AND CLASSROOM[b] ATTENDANCE FOR DETROIT PUBLIC HIGH SCHOOLS, 1978-79 AND 1980-81

	1978-79			1980-81		
SCHOOL	RECORD PERIOD	CLASS-ROOM	DIFFER-ENCE[c]	RECORD PERIOD	CLASS-ROOM	DIFFER-ENCE[c]
MURRAY-WRIGHT	89.9%	80.1%	9.8%	88.2%	84.6%	3.6%
NORTHEASTERN	77.6	62.8	14.8	76.6	64.9	11.7
NORTHERN	77.0	64.9	12.1	81.1	70.9	10.2
CHADSEY	83.8	75.5	8.3	88.5	77.4	11.1
NORTHWESTERN	83.8	70.4	13.4	91.1	71.4	19.7
SOUTHWESTERN	66.5	66.1	.4	72.6	72.1	.5
WESTERN	82.0	67.1	14.9	82.0	74.0	8.0
CODY	78.7	73.9	4.8	69.9	70.9	-1.0
MACKENZIE	81.5	70.8	10.7	82.9	68.6	14.3
COOLEY	87.8	79.2	8.6	82.2	78.0	4.2
FORD	87.0	76.1	10.9	85.5	75.6	9.9
REDFORD	84.0	65.6	18.4	78.0	65.6	12.4
CENTRAL	84.0	75.7	8.3	84.9	72.6	12.3
MUMFORD	81.3	76.4	4.9	87.5	79.8	7.7
OSBORN	76.0	73.1	2.9	79.1	72.1	7.0
PERSHING	82.6	71.1	11.5	76.9	68.5	8.4
DENBY	83.0	72.3	10.7	78.8	73.7	5.1
FINNEY	81.8	73.8	8.0	75.2	69.6	6.6
KING	81.2	61.0	21.2	76.4	66.6	9.8
KETTERING	81.9	62.3	19.6	75.3	69.6	5.7
SOUTHEASTERN	85.0	73.3	11.7	82.4	67.7	14.7
CASS	93.1	89.6	3.5	92.1	88.3	3.8
RENAISSANCE	*na*	*na*	*na*	86.8	90.8	-4.0
AVERAGE	82.3%	71.9%	10.4%	81.5%	73.6%	7.9%

[a] *Record period in Detroit high schools is normally 15 minutes long (at the end of the 2nd hour or beginning of 3rd hour) and records the school's "official" attendance. (Reported for the week of 17 March 1981.)*

[b] *Classroom attendance, as used in this report, reflects the percentage of students in membership actually attending classes. (Reported for the week of 27 March 1981.)*

[c] *The difference between record period attendance and classroom attendance estimates "in-school truancy," that is, the percentage of students attending record period but who are truant from other classes. See discussion above.*

TABLE E-2: AVERAGE ENGLISH DEPARTMENT CLASSROOM ATTENDANCE[a] FOR SELECTED DETROIT PUBLIC HIGH SCHOOLS, BY GRADE (SHOWING MEMBERSHIP),[c] DAY OF WEEK, AND CLASS PERIOD, 1980-81

	GRADE (MEMBERSHIP)				DAY OF WEEK					CLASS PERIOD						
SCHOOL	9TH	10TH	11TH	12TH	M	TU	W	TH	F	1	2	3	4	5	6	7
CENTRAL	69% (1007)	73% (622)	75% (468)	80% (247)	72%	76%	76%	76%	73%	72%	71%	76%	80%	77%	67%	59%
NORTHEASTERN	69 (414)	62 (363)	70 (282)	69 (170)	64	67	75	76	55	70	68	80	67	69	62	66
NORTHERN	68 (408)	67 (344)	71 (269)	71 (228)	69	72	73	73	71	68	75	74	80	*b*	70	66
NORTHWESTERN	65 (890)	76 (514)	76 (387)	82 (218)	71	74	75	75	72	69	78	75	73	70	73	74
SOUTHWESTERN	64 (628)	72 (439)	72 (297)	79 (228)	68	72	73	69	72	70	71	67	72	73	65	68
AVERAGE	67%	70%	73%	76%	69%	72%	74%	74%	68%	70%	72%	74%	74%	73%	68%	67%

[a] *See footnote b to Table E-1 above.*

[b] *Northern High School schedules all students for lunch during 5th period, and students may leave the building.*

[c] *Membership by grade reflects each school's* _total_ *4th Friday student membership.*

TABLE E-3: AVERAGE CLASSROOM ATTENDANCE[a] BY DEPARTMENT FOR DETROIT PUBLIC HIGH SCHOOLS, GRADES 9-12, 1980-81

SCHOOL	ENG.	MATH	SOC. STUD.	SCI.	BUS.	VOC. EDUC.	PHY. EDUC.	ART	MUSIC	CLASS-ROOM	RECORD PERIOD
MURRAY-WRIGHT	84.2%	80.6%	80.2%	85.4%	91.1%	85.0%	90.3%	92.7%	94.8%	84.6%	88.2%
NORTHEASTERN	67.0	64.6	64.1	74.4	68.9	58.2	64.3	52.1	64.6	64.9	76.6
NORTHERN	71.6	67.0	71.1	75.1	77.2	75.5	62.9	71.4	77.2	70.9	81.1
CHADSEY	74.7	73.2	75.6	74.4	74.2	92.2	69.6	77.6	77.0	77.4	88.5
NORTHWESTERN	73.2	67.0	70.7	74.7	73.5	74.4	68.8	74.1	86.1	71.4	91.1
SOUTHWESTERN	70.8	71.6	70.3	74.9	72.8	65.1	76.8	60.5	79.2	72.1	72.6
WESTERN	77.0	69.0	76.6	79.2	77.2	75.1	68.1	71.0	68.5	74.0	82.0
CODY	70.5	71.3	69.5	67.3	75.2	71.0	73.3	73.3	76.8	70.9	69.9
MACKENZIE	71.7	63.0	69.6	62.2	77.0	73.2	65.6	67.3	78.4	68.6	82.9
COOLEY	81.1	78.0	78.9	76.6	79.9	73.6	76.5	73.6	81.9	78.0	82.2
FORD	78.0	74.0	75.5	76.1	76.9	77.0	72.7	70.6	79.6	75.6	85.5
REDFORD	64.0	60.9	70.5	60.4	70.1	66.1	63.9	77.8	79.8	65.6	78.0
CENTRAL	74.3	67.5	71.4	77.0	74.6	78.6	69.3	81.2	68.1	72.6	84.9
MUMFORD	80.2	80.6	79.7	80.5	80.7	76.7	79.8	75.8	83.4	79.8	87.5
OSBORN	72.2	71.1	70.1	76.9	73.9	67.6	73.6	77.3	78.5	72.1	79.1
PERSHING	69.1	62.6	69.0	61.8	71.4	75.4	63.8	67.8	77.8	68.5	76.9
DENBY	71.2	70.9	76.6	67.6	74.6	74.5	79.0	71.2	77.1	73.7	78.8
FINNEY	70.7	68.4	66.5	64.4	75.9	69.6	76.2	71.1	73.2	69.6	75.2
KING	60.9	58.7	68.1	67.4	71.2	72.7	72.9	60.8	66.1	66.6	76.4
KETTERING	71.3	67.6	69.4	72.7	76.3	72.7	59.0	62.7	60.3	69.6	75.3
SOUTHEASTERN	64.1	61.0	63.7	67.[illegible]	76.6	80.9	71.7	82.4	75.0	67.7	82.4
CASS	87.9	87.8	87.3	85.7	89.7	89.7	87.6	94.0	92.9	88.3	92.1
RENAISSANCE	90.4	90.2	90.1	91.1	91.1	na	93.0	90.6	91.8	90.8	86.8
AVERAGE	73.7%	70.7%	73.2%	73.6%	77.0%	74.8%	73.0%	73.8%	77.7%	73.6%	81.5%

[a] *See footnote b to Table E-1 above.*

TABLE E-4: SELECTED DEMOGRAPHIC AND ACHIEVEMENT DATA FOR DETROIT PUBLIC HIGH SCHOOLS, 1980-81

SCHOOL	4TH FRIDAY PUPIL MEMBERSHIP	PERCENTAGE BLACK	POVERTY INDEX[a]	CALIFORNIA ACHIEVEMENT TESTS 11TH GRADE READING GRADE EQUIVALENTS[b] LOWEST	MEAN	% ABOVE AVERAGE
MURRAY-WRIGHT	2559	97.8%	25.43	2.5	9.5	3%
NORTHEASTERN	1229	96.1	27.41	2.0	9.3	4
NORTHERN	1260	99.3	25.28	2.5	9.1	3
CHADSEY	1593	68.4	18.65	3.1	9.5	5
NORTHWESTERN	2058	99.5	24.07	2.0	9.0	2
SOUTHWESTERN	1628	50.4	16.34	2.0	8.8	3
WESTERN	1527	39.4	20.49	4.0	9.9	8
CODY	3106	77.8	12.76	2.5	10.1	8
MACKENZIE	2512	99.7	21.99	2.0	9.1	4
COOLEY	3553	99.2	20.94	2.5	9.1	2
FORD	3087	94.1	8.90	3.6	10.0	9
REDFORD	3125	82.3	10.74	2.0	10.2	11
CENTRAL	2409	99.8	20.68	2.0	9.4	4
MUMFORD	2269	99.7	12.05	2.1	9.2	3
OSBORN	3019	79.1	12.66	2.0	9.5	6
PERSHING	2477	86.4	16.18	2.0	9.3	4
DENBY	2408	76.6	13.38	4.5	10.1	9
FINNEY	2185	73.5	14.68	2.5	9.9	8
KING	1671	98.9	23.42	3.1	8.7	1
KETTERING	2270	99.4	23.39	2.0	8.9	3
SOUTHEASTERN	1803	98.6	25.77	3.1	9.2	4
CASS	3223	86.7	16.58	6.7	12.3	30
RENAISSANCE	753	78.8	12.87	9.4	12.8	65
TOTAL/AVERAGE	51724	87.3%	—	2.0	9.9	9%

[a] *The poverty index is a weighted composite of the 1970 census poverty percentages and the latest percent of AFDC recipients living in the school area. High values for this index reflect higher percentages of either or both measures.*

[b] *A grade equivalent of 11.2 indicates achievement typical of pupils in the national norms groups two months through the eleventh grade. Total reflects* ***all*** *grade 11 student scores. The CAT is normed in the seventh month of the school year, and the national mean for the 11th grade is 11.7.*

* *Adapted from Detroit Public Schools data.*

TABLE E-5: PERCENTS OF GRADE 10 STUDENTS IN EACH OF FOUR CATEGORIES OF ACHIEVEMENT ON THE MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM READING TESTS, DETROIT PUBLIC HIGH SCHOOLS, 1979-80 AND 1980-81

	CATEGORIES OF ACHIEVEMENT[a]							
	1 (0-24%)		2 (25-49%)		3 (50-74%)		4 (75-100%)	
SCHOOL	79-80	80-81	79-80	80-81	79-80	80-81	79-80	80-81
MURRAY-WRIGHT	5.2%	1.2%	17.2%	11.9%	38.6%	27.3%	39.1%	59.7%
NORTHEASTERN	18.8	4.4	22.6	29.4	38.5	30.7	20.2	35.5
NORTHERN	11.0	4.7	24.1	27.3	37.3	32.7	27.6	35.3
CHADSEY	14.1	6.4	22.4	17.8	34.6	28.9	28.8	46.9
NORTHWESTERN	11.4	6.1	23.2	20.3	33.3	28.7	32.1	44.9
SOUTHWESTERN	8.5	4.3	19.8	15.6	31.7	27.2	39.9	52.9
WESTERN	13.9	5.4	19.7	18.0	28.8	26.5	37.6	50.2
CODY	9.7	6.8	19.0	21.5	31.6	26.2	39.7	45.5
MACKENZIE	20.3	8.4	28.5	23.4	28.1	28.5	23.1	39.7
COOLEY	10.3	4.1	18.2	17.4	33.5	29.3	38.0	49.2
FORD	9.6	4.5	18.3	15.9	30.4	26.5	41.6	53.1
REDFORD	19.2	12.3	16.7	16.2	28.5	26.1	35.5	45.4
CENTRAL	17.3	5.7	20.5	20.3	33.8	26.4	28.3	47.6
MUMFORD	15.1	5.1	21.3	16.4	29.5	28.7	34.1	49.7
OSBORN	10.6	3.6	19.8	15.2	30.8	25.0	38.7	56.2
PERSHING	15.6	10.1	20.8	22.8	31.0	30.2	32.7	36.9
DENBY	13.4	3.4	14.2	15.3	30.1	26.4	42.4	54.8
FINNEY	10.1	4.4	14.1	16.7	27.4	27.5	48.4	51.4
KETTERING	25.2	8.9	21.2	23.5	29.6	29.9	24.0	37.7
KING	35.8	18.2	22.3	22.0	25.3	27.7	16.5	32.1
SOUTHEASTERN	25.5	9.4	22.9	25.7	31.3	27.3	20.3	37.6
CASS	0.1	1.9	0.9	0.1	6.4	2.9	92.6	95.1
RENAISSANCE	0.5	0.0	0.0	0.5	0.5	0.0	99.0	99.5
GRADE 10 CITY AVERAGE	13.5%	5.9%	18.3%	17.5%	29.1%	25.6%	39.1%	51.0%

[a] *Category 4 (highest) represents attainment of approximately 75% or more of the MEAP objectives; Category 3 represents attainment of approximately 50-75% of the MEAP objectives; Category 2 represents attainment of approximately 25-50% of the MEAP objectives; and Category 1 (lowest) represents attainment of approximately 25% or less of the MEAP objectives. The percents for each school represent the percentage of grade 10 students scoring within each category of achievement.*

The State Department of Education considers a school "acceptable" or "a low needs school" when 75% of the students attain 75% of the objectives. Students receive an "acceptable score if they achieve at least 75% of the tests' objectives.

A "moderate needs" district and a "moderate needs" school status classification is given if 50-74% of the students are in Category 4 for two out of three years; a "high needs" status classification is one in which fewer than 50% of the students are in Category 4 for two out of three years.

TABLE E-6: PERCENTS OF DETROIT PUBLIC HIGH SCHOOL GRADE 12 STUDENTS TESTED AND PERCENTS PASSING NONE, ONE, TWO, AND THREE AREAS OF THE DETROIT HIGH SCHOOL PROFICIENCY EXAM,[a] MAY 1981

SCHOOL	GRADE 12 MEMBERSHIP	# TESTED	% TESTED	AREAS PASSED NONE	ONE	TWO	THREE
MURRAY-WRIGHT	520	504	96.9%	8.1%	11.1%	19.9%	61.3%
NORTHEASTERN	174	167	96.0	12.0	14.4	21.0	52.7
NORTHERN	235	216	91.9	13.4	18.1	25.0	43.5
CHADSEY	215	203	94.4	6.4	8.4	19.2	66.0
NORTHWESTERN	247	241	97.6	5.8	10.8	21.6	61.8
SOUTHWESTERN	214	203	94.9	3.0	11.3	14.8	70.9
WESTERN	178	173	97.2	6.4	8.7	16.2	68.8
CODY	405	382	94.3	5.0	13.1	15.4	66.5
MACKENZIE	317	316	99.7	7.6	14.9	18.4	59.2
COOLEY	519	488	94.0	4.9	6.6	18.9	69.7
FORD	462	457	98.9	2.8	5.7	20.1	71.3
REDFORD	459	445	96.9	2.5	5.8	17.3	74.4
CENTRAL	347	342	98.6	7.0	9.6	17.5	65.8
MUMFORD	435	418	96.1	3.1	7.4	18.4	71.1
OSBORN	349	337	96.6	5.0	4.5	16.9	73.6
PERSHING	394	369	93.7	10.0	14.1	19.5	56.4
DENBY	289	286	99.0	2.4	10.1	15.4	72.0
FINNEY	236	232	98.3	0.9	7.8	10.8	80.6
KETTERING	388	324	83.5	7.7	10.2	22.5	59.6
KING	246	236	95.9	7.6	12.3	15.7	64.4
SOUTHEASTERN	240	234	97.5	7.3	10.7	19.2	62.8
CASS	721	714	99.0	0.0	0.3	0.6	99.2
RENAISSANCE	136	136	100.0	0.0	0.0	0.7	99.3
TOTAL	7726	7423	96.1%	5.0%	8.7%	15.0%	69.8%

[a] *Detroit high school students are required to take the Proficiency Examination for graduation. Students who pass all three areas of the examination receive a special endorsement on their diplomas.*

TABLE E-7: NUMBERS AND PERCENTS OF DETROIT PUBLIC HIGH SCHOOL GRADE 10 STUDENTS TESTED FOR THE MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM (MEAP), 1980-81

SCHOOL	# TESTED	4TH FRIDAY GRADE 10 MEMBERSHIP[a]	% TESTED
MURRAY-WRIGHT	598	683	88%
NORTHEASTERN	293	363	81
NORTHERN	278	344	81
CHADSEY	377	433	87
NORTHWESTERN	508	514	99
SOUTHWESTERN	346	439	79
WESTERN	317	398	80
CODY	805	958	84
MACKENZIE	607	658	92
COOLEY	876	922	95
FORD	691	813	85
REDFORD	648	798	81
CENTRAL	592	622	95
MUMFORD	724	876	83
OSBORN	685	708	97
PERSHING	566	606	93
DENBY	580	614	94
FINNEY	611	520	117
KETTERING	515	577	89
KING	336	358	94
SOUTHEASTERN	436	499	87
CASS	850	852	99
RENAISSANCE	194	201	97
TOTAL/MEAN	12433	13756	90%

[a] *Reported 4th Friday grade 10 pupil membership for 1980-81.*

TABLE E-8: NUMBERS AND PERCENTS OF DETROIT PUBLIC HIGH SCHOOL GRADE 10 STUDENTS TESTED FOR THE MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM (MEAP), BY 4TH FRIDAY MEMBERSHIP AND MEAP SCHOOL IDENTIFICATION DATA, 1981-82

SCHOOL	# TESTED	4TH FRIDAY GRADE 10 MEMBERSHIP[a]	% TESTED	MEAP ID GRADE 10 MEMBERSHIP[b]	% TESTED
MURRAY-WRIGHT	408	497	82%	482	85%
NORTHEASTERN	259	350	74	290	89
NORTHERN	250	348	72	305	82
CHADSEY	380	397	96	433	88
NORTHWESTERN	444	500	89	492	90
SOUTHWESTERN	374	406	92	387	97
WESTERN	328	401	82	368	89
CODY	513	843	61	685	75
MACKENZIE	544	567	96	658	83
COOLEY	1003	1039	97	999	100+
FORD	636	724	88	718	89
REDFORD	702	770	91	817	86
CENTRAL	618	676	91	669	92
MUMFORD	679	868	78	686	99
OSBORN	734	724	101	923	80
PERSHING	600	884	68	726	83
DENBY	572	567	101	609	94
FINNEY	574	496	116	627	92
KETTERING	509	558	91	627	81
KING	264	375	70	448	59
SOUTHEASTERN	349	465	75	357	98
CASS	825	832	99	845	98
RENAISSANCE	189	193	98	193	98
TOTAL/MEAN	11754	13480	87%	13344	88%

[a] *Reported 4th Friday 10th grade pupil membership for 1981-82.*

[b] *10th grade pupil membership as reported on "School and Grade Identification Sheet" submitted to the Michigan Department of Education for 1981-82 MEAP testing.*

TABLE E-9: NUMBERS AND PERCENTS[a] OF DETROIT PUBLIC HIGH SCHOOL GRADE 11 STUDENTS TESTED ON THE CALIFORNIA ACHIEVEMENT TESTS (CAT), 1978-79 AND 1980-81

	1978-79		1980-81	
SCHOOL	# TESTED	PERCENT	# TESTED	PERCENT
MURRAY-WRIGHT	456	83%	548	83%
NORTHEASTERN	169	56	147	73
NORTHERN	139	41	158	74
CHADSEY	200	60	263	100
NORTHWESTERN	244	60	216	99
SOUTHWESTERN	246	74	222	99
WESTERN	211	68	102	66
CODY	507	90	259	91
MACKENZIE	355	73	345	91
COOLEY	452	84	309	73
FORD	435	91	345	74
REDFORD	458	90	358	83
CENTRAL	280	60	283	101
MUMFORD	501	75	345	57
OSBORN	324	60	223	75
PERSHING	333	72	257	74
DENBY	314	86	183	100
FINNEY	318	75	205	120
KETTERING	246	59	191	63
KING	185	66	131	86
SOUTHEASTERN	280	66	203	107
CASS	817	93	708	100
RENAISSANCE	*na*	*na*	161	96

[a] *Percentage of grade 11 students tested is based on reported 4th Friday student membership.*

TABLE E-10: NUMBERS OF GRADUATES FROM REGULAR DAY SCHOOL PROGRAMS AND NUMBERS AND PERCENTS WITH ENDORSED DIPLOMAS,[a] DETROIT PUBLIC HIGH SCHOOLS, JUNE 1981

SCHOOL	NUMBERS OF GRADUATES	GRADUATES WITH ENDORSED DIPLOMAS[a]	
		NUMBER	PERCENT
MURRAY-WRIGHT	447	286	64%
NORTHEASTERN	130	79	61
NORTHERN	133	78	59
CHADSEY	168	119	71
NORTHWESTERN	175	124	71
SOUTHWESTERN	179	136	76
WESTERN	154	105	68
CODY	335	243	73
MACKENZIE	267	170	64
COOLEY	349	254	73
FORD	390	266	68
REDFORD	337	273	81
CENTRAL	252	177	70
MUMFORD	388	269	69
OSBORN	302	231	77
PERSHING	280	187	67
DENBY	227	167	74
FINNEY	144	123	85
KING	150	102	68
KETTERING	268	158	59
SOUTHEASTERN	205	138	67
CASS	705	705	100
RENAISSANCE	136	135	99
TOTAL	6121	4525	74%

[a] *Graduates with endorsed diplomas have passed the High School Proficiency Examination in reading, writing, and mathematics.*

* *Adapted from Detroit Public Schools data.*

TABLE E-11: DETROIT PUBLIC HIGH SCHOOL GRADE 11 READING ACHIEVEMENT SCORES ON THE CALIFORNIA ACHIEVEMENT TESTS (CAT), IN GRADE EQUIVALENT UNITS AND PERCENTS OF SCORES IN THREE ACHIEVEMENT CATEGORIES, 1978-79 AND 1980-81

SCHOOL	1978-79				1980-81			
	PERCENTS OF SCORES[a]			MEAN GRADE EQUIVALENT UNITS[b]	PERCENTS OF SCORES[a]			MEAN GRADE EQUIVALENT UNITS[b]
	BELOW AVG. (23%)	AVG. (54%)	ABOVE AVG. (23%)		BELOW AVG. (23%)	AVG. (54%)	ABOVE AVG. (23%)	
MURRAY-WRIGHT	38%	60%	2%	8.9	28%	69%	3%	9.5
NORTHEASTERN	49	49	2	8.2	34	62	4	9.3
NORTHERN	17	76	7	10.5	36	61	3	9.1
CHADSEY	28	64	8	9.6	32	63	5	9.5
NORTHWESTERN	39	58	3	8.8	33	65	2	9.0
SOUTHWESTERN	44	53	3	8.7	43	54	3	8.8
WESTERN	32	62	6	9.2	26	66	8	9.9
CODY	29	62	9	9.8	18	74	8	10.1
MACKENZIE	53	46	1	8.1	35	61	4	9.1
COOLEY	33	66	1	9.2	31	67	2	9.1
FORD	23	71	6	10.0	21	70	9	10.0
REDFORD	28	63	9	9.8	22	67	11	10.2
CENTRAL	33	64	3	9.4	33	63	4	9.4
MUMFORD	35	63	2	9.1	34	63	3	9.2
OSBORN	25	67	8	10.1	28	66	6	9.5
PERSHING	46	52	2	8.5	31	65	4	9.3
DENBY	24	68	8	10.0	24	67	9	10.1
FINNEY	22	67	11	10.2	23	69	8	9.9
KETTERING	51	47	2	8.2	37	62	1	8.9
KING	58	40	2	7.9	40	57	3	8.7
SOUTHEASTERN	50	49	1	8.3	36	60	[illegible]	9.2
CASS	1	71	28	12.3	1	69	30	12.3
RENAISSANCE	*na*	*na*	*na*	*na*	0	35	65	12.8
AVERAGE	32%	61%	7%	9.6	26%	65%	9%	9.9

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[a] *By convention, distributions of pupils' scores in the national norms groups are 23% below average, 54% average, and 23% above average.*

[b] *A grade equivalent of 11.2 indicates achievement typical of pupils in the national norms groups two months through the eleventh grade. The CAT is normed in the seventh month of the school year, and the national mean is 11.7.*

[c] *Average refers to the percentage of scores of* ***all*** *grade 11 students in the three achievement categories, and the mean of* ***all*** *grade 11 scores in grade equivalent units. In the Detroit Public Schools, grade 11 students may also be in attendance in other special schools not listed in this report.*

TABLE E-12: NUMBERS AND MEANS OF EXCLUSIONS AND SUSPENSIONS[a] FOR
ILLEGAL BEHAVIOR AND GENERAL PROHIBITED BEHAVIOR,[b]
DETROIT PUBLIC HIGH SCHOOLS, 1980-81

	ILLEGAL BEHAVIOR		GENERAL PROHIBITED		TOTAL	TOTAL
SCHOOL	EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS	EXCLUSIONS	SUSPENSIONS
MURRAY-WRIGHT	75	14	1225	121	1300	135
NORTHEASTERN	75	30	364	34	439	64
NORTHERN	79	53	156	32	235	85
CHADSEY	42	18	667	29	709	47
NORTHWESTERN	20	18	1138	78	1158	96
SOUTHWESTERN	5	50	1164	97	1169	147
WESTERN	68	83	788	77	856	160
CODY	19	87	1462	168	1481	255
MACKENZIE	96	114	472	80	568	194
COOLEY	42	150	1242	119	1284	269
FORD	22	37	3182	141	3204	178
REDFORD	129	68	1758	130	1887	198
CENTRAL	27	26	1317	16	1344	42
MUMFORD	46	50	703	79	749	129
OSBORN	7	91	1521	80	1528	171
PERSHING	18	40	1377	54	1395	94
DENBY	204	31	1386	53	1590	84
FINNEY	213	30	1452	92	1665	122
KETTERING	60	27	1506	125	1566	152
KING	64	15	738	27	802	42
SOUTHEASTERN	80	9	697	37	777	46
CASS	19	9	529	4	548	13
RENAISSANCE	15	0	84	1	99	1
TOTAL	1425	1050	24928	1674	26353	2724
MEAN	62	46	1084	73	1146	119

[a] *In the Detroit Public Schools, exclusion is a disciplinary action resulting in the temporary removal of a student from school or class. Secondary students may be excluded for up to five days.*

Suspension is a disciplinary action resulting in the permanent separation from a particular school placement and the involuntary transfer of a student to another school.

[b] *Illegal behavior includes the following: 1) assault; 2) battery; 3) possession of weapons or other dangerous objects; 4) sale, use, possession or distribution of illegal drugs, materials, substances, or alcoholic beverages; 5) burglary, theft, robbery, larceny; 6) arson; 7) extortion, coercion, blackmail; 8) vandalism or malicious destruction of property; 9) acts or threats of or incitements to violence; 10) interference with or intimidation of school personnel; 11) false alarms; 12) interference with the movement of pupils in or out of schools, between schools, or between home and an assigned school; and 13) other felonious conduct.*

General prohibited behavior includes the following: 1) insubordination; 2) verbal abuse; 3) loitering/trespass; 4) refusal to identify self; 5) smoking in school or on school property; 6) truancy; 7) gambling; 8) student demonstrations; and 9) disruptive or other misconduct.

TABLE E-13: EXCLUSIONS AND SUSPENSIONS PER 100 STUDENTS IN MEMBERSHIP, DETROIT PUBLIC HIGH SCHOOLS, 1978-79 AND 1980-81

SCHOOL	EXCLUSIONS/100 STUDENTS		SUSPENSIONS/100 STUDENTS	
	1978-79	1980-81	1978-79	1980-81
MURRAY-WRIGHT	0	51	1	5
NORTHEASTERN	16	36	3	5
NORTHERN	0.9	19	4	7
CHADSEY	13	45	2	3
NORTHWESTERN	3	56	2	5
SOUTHWESTERN	25	72	1	9
WESTERN	16	57	3	10
CODY	28	48	6	8
MACKENZIE	24	23	3	8
COOLEY	6	36	5	8
FORD	20	104	2	6
REDFORD	21	61	3	6
CENTRAL	24	56	2	2
MUMFORD	0.4	33	4	6
OSBORN	32	51	4	6
PERSHING	1	57	4	4
DENBY	31	66	2	3
FINNEY	48	76	6	6
KETTERING	17	96	1	2
KING	126	38	4	9
SOUTHEASTERN	0.7	44	2	3
CASS	5	17	0.4	0.4
RENAISSANCE	0.4	13	0	0.1
MEAN	19	51	3	5

TABLE E-14: NUMBER OF EXCLUSIONS AND SUSPENSIONS FOR TRUANCY[a] AND AVERAGE RECORD PERIOD AND CLASSROOM ATTENDANCE[b] FOR DETROIT PUBLIC HIGH SCHOOLS, 1980-81

SCHOOL	EXCLU-SIONS	SUSPEN-SIONS	AVERAGE CLASSROOM ATTENDANCE	AVERAGE RECORD PERIOD ATTENDANCE
MURRAY-WRIGHT	941	104	84.6%	88.2%
NORTHEASTERN	254	27	64.9	76.6
NORTHERN	111	27	70.9	81.1
CHADSEY	509	27	77.4	88.5
NORTHWESTERN	1075	68	71.4	91.1
SOUTHWESTERN	754	76	72.1	72.6
WESTERN	624	71	74.0	82.0
CODY	1283	153	70.9	69.9
MACKENZIE	247	57	68.6	82.9
COOLEY	682	27	78.0	82.2
FORD	2042	114	75.6	85.5
REDFORD	1605	122	65.6	78.0
CENTRAL	1251	11	72.6	84.9
MUMFORD	559	73	79.8	87.5
OSBORN	1134	57	72.1	79.1
PERSHING	1299	43	68.5	76.9
DENBY	1147	41	73.7	78.8
FINNEY	1235	83	69.6	75.2
KING	446	15	66.6	76.4
KETTERING	1170	108	69.6	75.3
SOUTHEASTERN	468	27	67.7	82.4
CASS	142	4	88.3	92.1
RENAISSANCE	36	0	90.8	86.8
TOTAL	19014	1335	81.5%	73.6%

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[a] *Exclusion, as defined by the Uniform Code of Student Conduct, means temporary removal from school for up to a maximum of five days; suspension means the involuntary transfer of the student to another school.*

[b] *See footnotes a and b to Table E-12 above.*

TABLE E-15: NUMBERS AND MEANS OF EXCLUSIONS[a] AND OF STUDENTS EXCLUDED,[b] DETROIT PUBLIC HIGH SCHOOLS, 1978-79 AND 1980-81

	1978-79			1980-81		
SCHOOL	MEMBER-SHIP	EXCLU-SIONS	STUDENTS EXCLUDED	MEMBER-SHIP	EXCLU-SIONS	STUDENTS EXCLUDED
MURRAY-WRIGHT	3067	0	0	2559	1300	969
NORTHEASTERN	1431	231	197	1229	439	354
NORTHERN	1416	14	14	1260	235	194
CHADSEY	1713	215	187	1593	711	538
NORTHWESTERN	2256	60	59	2058	1159	861
SOUTHWESTERN	1985	498	401	1628	1176	866
WESTERN	1776	281	238	1527	865	610
CODY	3311	937	715	3106	1506	1064
MACKENZIE	2844	674	514	2512	574	495
COOLEY	3125	179	164	3553	1293	1053
FORD	3515	719	560	3087	3216	2273
REDFORD	3479	732	619	3125	1891	1494
CENTRAL	2303	554	470	2409	1345	1076
MUMFORD	2375	11	11	2269	756	584
OSBORN	2648	850	604	3019	1535	1161
PERSHING	2439	33	33	2477	1405	1119
DENBY	2318	723	509	2408	1592	1095
FINNEY	2244	1083	787	2185	1665	1124
KETTERING	2272	392	321	2270	1604	1247
KING	1742	2191	1139	1671	873	652
SOUTHEASTERN	2209	17	17	1803	788	625
CASS	3695	170	146	3223	553	438
RENAISSANCE	401	2	2	753	96	66
TOTAL	54564	10566	7707	51724	26577	20027
MEAN		459	335		1156	871

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[a] *See footnote b at Table E-12 above.*

[b] *Students excluded reports the* *unduplicated* *count of students who were excluded from school.*

TABLE E-16: NUMBERS OF EXCLUSIONS AND SUSPENSIONS FOR SELECTED OFFENSES CONSTITUTING ILLEGAL BEHAVIOR,[a] DETROIT PUBLIC HIGH SCHOOLS, 1980-81

OFFENSE	EXCLUSIONS	SUSPENSIONS	TOTAL
ASSAULT	410	200	610
BATTERY	282	177	459
POSSESSION OF WEAPONS	105	178	283
SALE, USE, DISTRIBUTION OF ILLEGAL DRUGS, ETC.	299	274	573
BURGLARY, THEFT, ROBBERY LARCENY	95	50	145
ARSON	39	10	49
ACTS, THREATS, INCITEMENTS TO VIOLENCE	65	41	106
FALSE ALARMS	15	10	25
TOTAL	1310	940	2250

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[a] *See footnote b at Table E-12 above.*

489

TABLE E-17: NUMBERS OF DETROIT PUBLIC HIGH SCHOOL CLASSES BY CLASS SIZE INTERVALS AND SUBJECT AREAS, MARCH 1981

		NUMBER OF CLASSES BY CLASS SIZE INTERVALS									
SUBJECT	NUMBER OF CLASSES	1-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	NUMBER OF PUPIL CONTACTS	MEAN
ENGLISH	1705	18	52	134	216	399	640	244	2	47854	28.1
FOREIGN LANGUAGE	232	6	16	29	70	55	38	18		5581	24.1
MATHEMATICS	1356	11	41	96	212	346	510	139	1	37427	27.6
SCIENCE	778	5	26	48	119	217	290	73		21480	27.6
SOCIAL STUDIES	1446	6	25	49	125	332	614	295		43126	29.8
VOCATIONAL	1035	22	64	169	236	254	217	72	1	25299	24.4
BUSINESS EDUCATION	692	15	44	92	189	197	135	20		16604	24.0
ART	228	1	12	25	60	56	59	15		5800	25.4
TOTAL	7472	84	280	642	1227	1856	2503	876	4	203171	27.2

* *Adapted from Detroit Public Schools data.*

TABLE E-18: NUMBERS AND PERCENTS OF DETROIT PUBLIC HIGH SCHOOL CLASSES BY CLASS SIZE INTERVALS AND REGION, MARCH 1981

REGION	NUMBER OF CLASSES	NUMBER OF CLASSES BY CLASS SIZE INTERVALS								NUMBER OF PUPIL/CONTACTS[a]
		1-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	
1	740	9	38	95	132	174	195	94	3	19391
2	926	10	12	72	190	224	310	108		25347
3	789	16	46	87	125	191	248	76		20723
4	1358	7	20	78	176	413	492	172		38291
5	701	14	38	54	111	154	249	81		18997
6	752	3	25	62	134	176	277	74	1	20626
7	660	4	32	55	102	154	220	93		18132
8	836	17	43	73	158	186	270	89		22121
CITY-WIDE	710	4	26	66	99	184	242	89		19543
TOTAL	7472	84	280	642	1227	1856	2503	876	4	203171
PERCENT	100%	1%	4%	9%	16%	25%	33%	12%	0%	
		MEAN 27.2								

[a] *Pupil contacts record the duplicated count of students enrolled in high school classes.*

* *Adapted from Detroit Public Schools data.*

TABLE E-19: MEDIAN AND MEAN SIZES OF DETROIT PUBLIC HIGH SCHOOL CLASSES, BY REGION, 1978 TO 1981

	MEDIAN		MEAN			
REGION	NOV. 1978	MARCH 1979	DEC.[a] 1979	MARCH 1980	DEC. 1980	MARCH 1981
1	31.8	29.2	29.0	27.0	27.8	26.2
2	30.5	28.3	29.2	27.3	29.3	27.4
3	31.8	28.7	29.9	27.2	29.0	26.3
4	32.2	30.7	29.1	28.5	29.6	28.2
5	31.4	29.7	29.7	26.6	29.3	27.1
6	32.0	29.8	29.6	28.4	28.4	27.4
7	30.9	29.4	29.0	28.7	29.1	27.5
8	31.3	28.5	28.6	26.2	28.6	26.5
CITY-WIDE	31.0	30.1	27.6	27.9	28.4	27.5
TOTAL	31.4	29.5	29.1	27.6	28.9	27.2

[a] *Beginning in December 1979, the Detroit Public Schools began to report mean size of classes.*

* *Adapted from Detroit Public Schools data.*

TABLE E-20: NUMBERS OF DETROIT PUBLIC HIGH SCHOOL CLASSES BY CLASS SIZE INTERVALS, MARCH 1981

		NUMBER OF CLASSES BY CLASS SIZE INTERVALS								
SCHOOL	NUMBER OF CLASSES	1-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	NUMBER OF PUPIL CONTACTS
MURRAY-WRIGHT	372	3	22	47	61	73	110	54	2	9989
NORTHEASTERN	181	1	7	24	38	39	46	25	1	4790
NORTHERN	187	5	9	24	33	62	39	15		4702
CHADSEY	227		7	27	61	46	55	31		5968
NORTHWESTERN	262		1	14	33	60	112	42		7645
SOUTHWESTERN	225	4	2	6	52	63	76	22		6187
WESTERN	212	5	2	25	44	55	67	13		5547
CODY	459	4	22	51	83	100	152	38		12126
MACKENZIE	330	12	24	36	42	82	96	38		8597
COOLEY	471		4	31	84	75	168	109		13644
FORD	407	4	4	37	67	84	170	41		11359
REDFORD	480	3	12	10	25	254	154	22		13288
CENTRAL	339	11	23	27	55	68	134	51		10016
MUMFORD	332	3	15	27	56	86	115	30		8979
OSBORN	403		16	47	84	97	127	31	1	10690
PERSHING	349	3	9	15	50	79	150	43		9936
DENBY	329	2	19	23	57	56	97	75		9189
FINNEY	331	2	13	32	45	98	123	18		8943
KETTERING	306	6	14	24	61	75	90	36		8104
KING	264	4	6	27	54	71	93	9		6928
SOUTHEASTERN	266	7	23	22	43	40	87	44		7089
CASS	533	2	22	53	69	114	192	81		14792
RENAISSANCE	147			8	21	60	50	8		4154
TOTAL	7472	84	280	642	1227	1856	2503	876	4	203171
					MEAN 27.2					

* *Adapted from Detroit Public Schools data.*

TABLE E-21: SUMMARY -- NUMBERS OF VOCATIONAL AND BUSINESS EDUCATION CLASSES AND PUPIL CONTACTS, AND PERCENTAGE CHANGE COMPARED TO THE 4TH FRIDAY MEMBERSHIP, DETROIT PUBLIC HIGH SCHOOLS, 1978-79 AND 1980-81

SCHOOL	4TH FRIDAY MEMBERSHIP		% CHANGE	NUMBER VOCATIONAL & BUSINESS CLASSES		% CHANGE	NUMBER PUPIL CONTACTS[a]		% CHANGE
	1978-79	1980-81		1978-79	1980-81		1978-79	1980-81	
MURRAY-WRIGHT	3086	2578	-16.5%	127	118	- 7.1%	3104	2415	-22.2%
NORTHEASTERN	1311	1229	- 6.3	39	41	+ 5.1	959	950	- .9
NORTHERN	1425	1260	-11.6	56	52	- 7.1	1281	1084	-15.4
CHADSEY	1717	1593	- 7.2	68	55	-19.1	1331	1187	-10.8
NORTHWESTERN	2091	2058	- 1.6	63	56	-11.1	1568	1452	- 7.4
SOUTHWESTERN	1905	1628	-14.5	64	58	- 9.4	1559	1410	- 9.6
WESTERN	1798	1527	-15.1	65	53	-18.5	1593	1336	-16.1
CODY	3351	3106	- 7.3	112	101	- 9.8	2640	2569	- 2.7
MACKENZIE	2758	2512	- 8.9	80	75	- 6.3	1958	1579	-19.4
COOLEY	3117	3553	+14.0	107	93	-13.1	2898	2451	-15.4
FORD	3441	3087	-10.3	90	76	-15.6	2714	1969	-27.5
REDFORD	3486	3125	-10.4	125	109	-12.8	2999	2732	- 8.9
CENTRAL	2346	2409	+ 2.7	85	98	+15.3	2166	2311	+ 6.7
MUMFORD	2369	2269	- 4.2	67	68	+ 1.5	1724	1835	+ 6.4
OSBORN	2619	3019	+15.3	92	88	- 4.3	2383	2168	- 9.0
PERSHING	2393	2477	+ 3.5	76	85	+11.8	1939	2160	+11.4
DENBY	2275	2408	+ 5.8	57	67	+17.5	1523	1803	+18.4
FINNEY	2204	2185	- .9	84	76	- 9.5	1904	1857	- 2.5
KETTERING	2228	2270	+ 1.9	99	90	- 9.1	2477	2193	-11.5
KING	1804	1671	- 7.4	52	56	+ 7.7	1428	1455	+ 1.9
SOUTHEASTERN	2341	1803	-23.0	65	61	- 6.2	1532	1529	- .2
CASS	3701	3223	-12.9	129	125	- 3.1	3213	2934	- 8.7
RENAISSANCE	399	753	+88.7	5	5	0.0	163	149	- 8.6
TOTAL	54165	51743	- 4.5%	1807	1711	- 5.3%	45056	41528	- 7.8%

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[a] *Pupil contacts records the duplicated count of students enrolled in high school vocational classes.*

TABLE E-22: NUMBERS OF VOCATIONAL EDUCATION[a] CLASSES AND PUPIL CONTRACTS,[b] AND PERCENTAGE CHANGE COMPARED TO 4TH FRIDAY MEMBERSHIP, DETROIT PUBLIC HIGH SCHOOLS, 1978-79 AND 1980-81

SCHOOL	4TH FRIDAY MEMBERSHIP 1978-79	4TH FRIDAY MEMBERSHIP 1980-81	% CHANGE	NUMBER VOCATIONAL CLASSES 1978-79	NUMBER VOCATIONAL CLASSES 1980-81	% CHANGE	NUMBER PUPIL CONTACTS[a] 1978-79	NUMBER PUPIL CONTACTS[a] 1980-81	% CHANGE
MURRAY-WRIGHT	3086	2578	-16.5%	95	92	- 3.2%	2275	1887	-17.1%
NORTHEASTERN	1311	1229	- 6.3	26	27	+ 3.8	654	633	- 3.2
NORTHERN	1425	1260	-11.6	30	31	+ 3.3	704	621	-11.8
CHADSEY	1717	1593	- 7.2	47	39	-17.0	970	867	-10.6
NORTHWESTERN	2091	2058	- 1.6	28	27	- 3.6	750	722	- 3.7
SOUTHWESTERN	1905	1628	-14.5	36	31	-13.9	848	734	-13.4
WESTERN	1798	1527	-15.1	34	33	- 2.9	852	839	- 1.5
CODY	3351	3106	- 7.3	72	77	+ 6.9	1625	1865	+14.8
MACKENZIE	2758	2512	- 8.9	42	39	- 7.1	1120	781	-30.3
COOLEY	3117	3553	+14.0	51	54	+ 5.9	1342	1412	+ 5.2
FORD	3441	3087	-10.3	51	43	-15.7	1563	1138	-27.2
REDFORD	3486	3125	-10.4	74	77	+ 4.1	1729	1903	+10.1
CENTRAL	2346	2409	+ 2.7	51	47	- 7.8	1313	1199	- 8.7
MUMFORD	2369	2269	- 4.2	27	33	+22.2	683	897	+31.3
OSBORN	2619	3019	+15.3	53	50	- 5.7	1377	1291	- 6.2
PERSHING	2393	2477	+ 3.5	44	50	+13.6	1065	1297	+21.8
DENBY	2275	2408	+ 5.8	31	33	+ 6.5	858	953	+11.1
FINNEY	2204	2185	- .9	51	51	0.0	1065	1310	+23.0
KETTERING	2228	2270	+ 1.9	64	58	- 9.4	1586	1355	-14.6
KING	1804	1671	- 7.4	32	31	- 3.1	942	866	- 8.1
SOUTHEASTERN	2341	1803	-23.0	34	30	-11.8	842	786	- 6.7
CASS	3701	3223	-12.9	70	66	- 5.7	1762	1568	-11.0
RENAISSANCE	399	753	+88.7	0	0	0.0	0	0	0.0
TOTAL	54165	51743	- 4.5%	1043	1019	- 2.3%	25925	19131	- 3.9%

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[a] *Does not include Business Education. See Table E-23 below.*

[b] *Pupil contacts records the duplicated count of students enrolled in high school vocational classes.*

495

TABLE E-23: NUMBERS OF BUSINESS EDUCATION[a] CLASSES AND PUPIL CONTACTS, AND PERCENTAGE CHANGE COMPARED TO 4TH FRIDAY MEMBERSHIP, DETROIT PUBLIC HIGH SCHOOLS, 1978-79 AND 1980-81

SCHOOL	4TH FRIDAY MEMBERSHIP 1978-79	4TH FRIDAY MEMBERSHIP 1980-81	% CHANGE	NUMBER BUSINESS CLASSES 1978-79	NUMBER BUSINESS CLASSES 1980-81	% CHANGE	NUMBER PUPIL CONTACTS[b] 1978-79	NUMBER PUPIL CONTACTS[b] 1980-81	% CHANGE
MURRAY-WRIGHT	3086	2578	-16.5%	32	26	-18.8%	829	528	-36.3%
NORTHEASTERN	1311	1229	- 6.3	13	14	+ 7.7	305	317	+ 3.9
NORTHERN	1425	1260	-11.6	26	21	-19.2	577	463	-19.8
CHADSEY	1717	1593	- 7.2	21	16	-23.8	361	320	-11.4
NORTHWESTERN	2091	2058	- 1.6	35	29	-17.1	818	730	-10.8
SOUTHWESTERN	1905	1628	-14.5	28	27	- 3.6	711	676	- 4.9
WESTERN	1798	1527	-15.1	31	20	-35.5	741	497	-32.9
CODY	3351	3106	- 7.3	40	29	-27.5	1015	704	-30.6
MACKENZIE	2758	2512	- 8.9	38	36	- 5.3	838	798	- 4.8
COOLEY	3117	3553	+14.0	56	39	-30.4	1556	1039	-33.2
FORD	3441	3087	-10.3	39	33	-15.4	1151	831	-27.8
REDFORD	3486	3125	-10.4	51	32	-37.3	1270	829	-34.7
CENTRAL	2346	2409	+ 2.7	34	51	+50.0	853	1112	+30.4
MUMFORD	2369	2269	- 4.2	40	35	-12.5	1041	938	- 9.9
OSBORN	2619	3019	+15.3	39	38	- 2.6	1006	877	-12.8
PERSHING	2393	2477	+ 3.5	32	35	+ 9.4	874	863	- 1.3
DENBY	2275	2408	+ 5.8	26	34	+30.8	665	850	+27.8
FINNEY	2204	2185	- .9	33	25	-24.2	839	547	-34.8
KETTERING	2228	2270	+ 1.9	35	32	- 8.6	891	838	- 5.9
KING	1804	1671	- 7.4	20	25	+25.0	486	589	+21.2
SOUTHEASTERN	2341	1803	-23.0	31	31	0.0	690	743	+ 7.7
CASS	3701	3223	-12.9	59	59	0.0	1451	1366	- 5.9
RENAISSANCE	399	753	+88.7	5	5	0.0	163	149	- 8.6
TOTAL	54165	51743	- 4.5%	764	692	- 9.4%	19131	16604	-13.2%

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[a] *Does not include Vocational Education. See Table E-22 above.*

[b] *Pupil Contacts records the duplicated count of students enrolled in high school business education classes.*

TABLE E-24: SUMMARY—INDICES OF OPPORTUNITIES FOR PARTICIPATION[a] IN PREVOCATIONAL, VOCATIONAL AND COOPERATIVE EDUCATION PROGRAMS,[b] DETROIT PUBLIC HIGH SCHOOLS, 1978-79 AND 1980-81

	PREVOCATIONAL			VOCATIONAL			COOPERATIVE EDUCATION		
SCHOOL	1978-79	1980-81	CHANGE[c]	1978-79	1980-81	CHANGE[c]	1978-79	1980-81	CHANGE[c]
MURRAY-WRIGHT	2.5	2.2	+ .3	1.8	2.2	- .4	1.8	2.6	- .8
NORTHEASTERN	2.8	3.3	- .5	3.7	3.7	0.0	5.0	3.7	+1.3
NORTHERN	2.5	3.1	- .6	2.3	2.9	- .6	2.0	3.2	-1.2
CHADSEY	2.3	3.0	- .7	2.2	2.6	- .4	2.4	2.9	- .5
NORTHWESTERN	2.1	2.8	- .7	2.0	2.7	- .7	2.4	2.0	+ .4
SOUTHWESTERN	3.4	3.4	0.0	2.5	3.4	- .9	2.0	2.9	- .9
WESTERN	2.7	3.2	- .5	2.2	3.2	-1.0	1.9	3.6	-1.7
CODY	2.1	2.2	- .1	2.0	2.3	- .3	1.2	2.4	-1.2
MACKENZIE	2.9	2.9	0.0	2.0	2.4	- .4	2.2	3.2	-1.0
COOLEY	2.0	2.4	- .4	1.9	2.7	- .8	1.7	3.0	-1.3
FORD	2.9	3.0	- .1	3.0	3.0	0.0	1.9	3.1	-1.2
REDFORD	2.8	2.5	+ .3	2.6	2.7	- .1	2.9	2.7	+ .2
CENTRAL	2.5	2.8	- .3	2.6	2.4	+ .2	2.5	2.7	- .2
MUMFORD	3.6	3.2	+ .4	2.6	3.5	- .9	2.1	3.1	-1.0
OSBORN	2.9	3.1	- .2	2.9	3.3	- .4	2.9	3.8	- .9
PERSHING	1.9	2.6	- .7	1.7	3.0	-1.3	1.9	3.1	-1.2
DENBY	3.0	3.1	- .1	2.7	2.9	- .2	2.5	2.8	- .3
FINNEY	2.8	3.5	- .7	2.4	2.9	- .5	2.8	3.6	- .8
KETTERING	2.1	3.0	- .9	1.9	3.4	-1.5	1.7	3.8	-2.1
KING	2.0	2.9	- .9	2.3	3.1	- .8	2.3	2.3	0.0
SOUTHEASTERN	2.2	2.5	- .3	2.0	2.3	- .3	3.0	2.6	+ .4
CASS TECH	2.1	2.2	- .1	1.8	2.2	- .4	2.2	2.4	- .2
RENAISSANCE	*	*	*	*	*	*	*	*	*
AERO MECHANICS	2.4	3.5	-1.1	1.8	1.0	+ .8	2.0	2.5	+ .5
TOTAL	2.5	2.9	- .3	2.3	2.8	- .5	2.3	3.0	- .7

* *Renaissance High School is a selected admissions, college preparatory school. Because there is only one teacher in Business Education, no indices were derived for this high school.*

** *Insufficient data due to low response rate.*

[a] *The indices were derived from vocational education teacher ratings of student opportunities for participation in three levels of the vocational education curriculum—prevocational (or prerequisite) courses, vocational (i.e., state-reimbursable) courses, and cooperative education courses. Survey returns approached 85% in each of the two school years.*

Low values for these indices reflect strong opportunities for participation. High values reflect unsatisfactory opportunities. See scale below.

[b] *The "Summary" includes ratings for a) Business Education, b) Trade & Industrial Education, and c) Home Economics (wage & non-wage) Education. See below for separate tables of indices for each of these curricular areas.*

[c] *Positive (+) change indicates that teachers rate student opportunities for participation as better in 1980-81 than in 1978-79. Negative (-) change indicates fewer opportunities for participation in the second assessment.*

1.0	3.0	5.0
EXCEPTIONALLY STRONG	SATISFACTORY	UNSATISFACTORY

TABLE E-25: BUSINESS EDUCATION—INDICES OF OPPORTUNITIES FOR PARTICIPATION[a] IN PREVOCATIONAL, VOCATIONAL AND COOPERATIVE EDUCATION PROGRAMS,[b] DETROIT PUBLIC HIGH SCHOOLS, 1978-79 AND 1980-81

	PREVOCATIONAL			VOCATIONAL			COOPERATIVE EDUCATION		
SCHOOL	1978-79	1980-81	CHANGE[b]	1978-79	1980-81	CHANGE[b]	1978-79	1980-81	CHANGE[b]
MURRAY-WRIGHT	2.7	2.0	+ .7	1.7	2.5	- .8	1.3	1.8	- .5
NORTHEASTERN	5.0	3.8	+1.2	3.5	4.3	- .8	5.0	3.5	+1.5
NORTHERN	2.4	3.0	- .6	2.6	3.0	- .4	2.2	2.8	- .6
CHADSEY	2.2	2.0	+ .2	2.2	2.6	- .4	2.0	3.0	-1.0
NORTHWESTERN	2.8	2.3	+ .5	1.5	3.3	-1.8	2.2	2.4	- .2
SOUTHWESTERN	3.7	3.8	- .1	2.7	3.8	-1.1	3.5	3.0	+ .5
WESTERN	3.0	3.2	- .2	2.3	3.4	-1.1	1.9	2.6	- .7
CODY	2.0	1.7	+ .3	1.7	1.7	0.0	1.7	1.6	+ .1
MACKENZIE	2.7	2.4	+ .3	2.1	2.3	- .2	2.4	2.1	+ .3
COOLEY	1.7	2.3	- .6	1.9	2.4	- .5	1.8	2.4	- .6
FORD	3.1	2.0	+1.1	2.3	2.2	+ .1	1.9	2.2	- .3
REDFORD	2.6	2.6	0.0	2.2	2.6	- .4	1.6	2.3	- .7
CENTRAL	2.7	2.3	+ .4	2.0	2.1	- .1	2.0	1.8	+ .2
MUMFORD	2.8	2.8	0.0	2.6	3.2	- .6	2.1	2.7	- .6
OSBORN	3.0	3.6	- .6	2.6	3.0	- .4	1.4	3.0	-1.6
PERSHING	1.9	2.2	- .3	1.3	2.4	-1.1	2.4	1.5	+ .9
DENBY	2.5	2.4	+ .1	2.0	2.9	- .9	2.7	2.0	+ .7
FINNEY	2.5	4.0	-1.5	2.3	3.6	-1.3	2.4	3.1	- .7
KETTERING	1.3	2.3	-1.0	2.3	2.8	-.5	1.7	3.0	-1.3
KING	1.9	2.0	- .1	1.3	2.5	-1.2	2.7	1.8	+ .9
SOUTHEASTERN	1.3	2.8	-1.5	1.5	2.4	- .9	1.6	2.4	- .8
CASS TECH	2.3	1.7	+ .6	1.5	1.7	- .2	1.6	1.5	+ .1
RENAISSANCE	*	*	*	*	*	*	*	*	*
AERO MECHANICS	*na*	*na*		*na*	*na*		*na*	*na*	
TOTAL	2.6	2.6	0.0	2.1	2.8	- .7	2.2	2.4	- .2

* *Renaissance High School is a selected admissions, college preparatory school. Because there is only one teacher in Business Education, no indices were derived for this high school.*

** *Insufficient data due to low response rate.*

[a] *See footnote a to Table E-24 above.*

[b] *See footnote c to Table E-24 above.*

1.0	3.0	5.0
EXCEPTIONALLY STRONG	SATISFACTORY	UNSATISFACTORY

TABLE E-26: TRADE AND INDUSTRIAL EDUCATION—INDICES OF OPPORTUNITIES FOR PARTICIPATION[a] IN PRE-VOCATIONAL, VOCATIONAL AND COOPERATION EDUCATION PROGRAMS,[b] DETROIT PUBLIC HIGH SCHOOLS, 1978-79 AND 1980-81

	PREVOCATIONAL			VOCATIONAL			COOPERATIVE EDUCATION		
SCHOOL	1978-79	1980-81	CHANGE	1978-79	1980-81	CHANGE	1978-79	1980-81	CHANGE
MURRAY-WRIGHT	2.0	3.0	-1.0	1.7	3.0	-1.3	2.1	3.8	-1.7
NORTHEASTERN	2.4	2.5	- .1	3.3	3.3	0.0	5.0	4.0	+1.0
NORTHERN	2.5	3.7	-1.2	1.0	2.3	-1.3	1.0	2.0	-1.0
CHADSEY	2.4	3.2	- .8	2.0	2.8	- .8	2.5	3.2	- .7
NORTHWESTERN	2.0	2.3	- .3	2.0	2.0	0.0	5.0	4.0	+1.0
SOUTHWESTERN	3.0	3.3	- .3	2.5	3.3	- .8	5.0	2.8	+2.2
WESTERN	2.3	2.8	- .5	2.0	2.8	- .8	3.5	4.8	-1.3
CODY	2.2	2.3	- .1	1.7	2.7	-1.0	5.0	3.7	+1.3
MACKENZIE	3.5	3.5	0.0	2.0	3.0	-1.0	5.0	5.0	0.0
COOLEY	2.3	2.5	- .2	2.2	3.3	-1.1	2.2	4.0	-1.8
FORD	2.5	2.7	- .2	2.5	3.3	- .8	2.2	3.0	- .8
REDFORD	2.9	3.7	- .8	3.0	3.0	0.0	3.7	3.0	+ .7
CENTRAL	3.3	4.3	-1.0	2.7	3.5	- .8	3.5	4.0	- .5
MUMFORD	2.7	3.0	- .3	5.0	4.0	+1.0	5.0	3.5	+1.5
OSBORN	2.8	2.7	+ .1	3.0	3.3	- .3	3.5	4.3	- .8
PERSHING	**	**	**	**	**	**	**	**	**
DENBY	4.0	4.0	0.0	5.0	3.0	+2.0	2.7	4.0	-1.3
FINNEY	**	**	**	**	**	**	**	**	**
KETTERING	2.4	4.0	-1.6	2.0	3.8	-1.8	2.5	4.2	-1.7
KING	5.0	5.0	0.0	2.5	5.0	-2.5	2.0	5.0	-3.0
SOUTHEASTERN	**	**	**	**	**	**	**	**	**
CASS TECH	2.2	2.2	0.0	1.8	2.2	- .4	2.7	3.1	- .4
RENAISSANCE	*	*	*	*	*	*	*	*	*
AERO MECHANICS	2.4	3.5	-1.1	1.8	1.0	+ .8	2.0	2.5	+ .5
TOTAL	2.7	3.2	- .5	2.5	3.0	- .5	3.3	3.7	- .4

[*] *Renaissance High School is a selected admissions, college preparatory school. Because there is only one teacher in Business Education, no indices were derived for this school.*

[**] *Insufficient data due to low response rate.*

[a] *See footnote a to Table E-24 above.*

[b] *See footnote c to Table E-24 above.*

1.0	3.0	5.0
EXCEPTIONALLY STRONG	SATISFACTORY	UNSATISFACTORY

503

TABLE E-27: HOME ECONOMICS (WAGE AND NON-WAGE)—INDICES OF OPPORTUNITIES FOR PARTICIPATION[a] IN PRE-VOCATIONAL, VOCATIONAL AND COOPERATIVE EDUCATION PROGRAMS,[b] DETROIT PUBLIC HIGH SCHOOLS, 1978-79 AND 1980-81

	PREVOCATIONAL			VOCATIONAL			COOPERATIVE EDUCATION		
SCHOOL	1978-79	1980-81	CHANGE[b]	1978-79	1980-81	CHANGE[b]	1978-79	1980-81	CHANGE[b]
MURRAY-WRIGHT	2.8	2.0	+ .8	2.0	2.2	- .2	1.9	2.7	- .8
NORTHEASTERN	**	**	**	**	**	**	**	**	**
NORTHERN	2.7	3.0	- .3	3.0	3.5	- .5	3.0	4.5	-1.5
CHADSEY	2.3	3.0	- .7	2.0	2.5	- .5	3.0	2.5	+ .5
NORTHWESTERN	1.4	3.5	-2.1	1.7	2.5	- .8	2.7	3.8	-1.1
SOUTHWESTERN	3.0	3.0	0.0	5.0	3.0	+2.0	5.0	3.0	+2.0
WESTERN	5.0	4.0	+1.0	5.0	3.7	+1.3	5.0	4.3	+ .7
CODY	2.0	2.7	- .7	2.4	2.9	- .5	1.8	2.7	- .9
MACKENZIE	3.5	3.3	+ .2	1.7	2.4	- .7	3.5	4.5	-1.0
COOLEY	**	**	**	**	**	**	**	**	**
FORD	2.7	3.8	-1.1	2.5	3.5	-1.0	5.0	4.5	+ .5
REDFORD	**	**	**	**	**	**	**	**	**
CENTRAL	2.0	2.7	- .7	3.0	3.0	0.0	2.0	4.3	-2.3
MUMFORD	4.0	4.0	0.0	2.4	3.8	-1.4	5.0	4.0	+1.0
OSBORN	2.5	2.5	0.0	3.0	3.3	- .3	3.7	4.3	- .6
PERSHING	2.5	3.3	- .8	2.7	4.3	-1.6	2.6	4.0	-1.4
DENBY	**	**	**	**	**	**	**	**	**
FINNEY	2.8	3.2	- .4	2.2	2.0	+ .2	2.5	3.1	- .6
KETTERING	2.2	3.3	-1.1	2.1	4.0	-1.9	1.7	4.3	-2.6
KING	**	**	**	**	**	**	**	**	**
SOUTHEASTERN	**	**	**	**	**	**	**	**	**
CASS TECH	2.7	3.3	- .6	3.0	3.5	- .5	3.0	3.8	- .8
RENAISSANCE	*	*	*	*	*	*	*	*	*
AERO MECHANICS	na	na		na	na		na	na	
TOTAL	2.8	3.2	- .4	2.7	3.1	- .4	3.2	3.8	- .6

* *Renaissance High School is a selected admissions, college preparatory school. Because there is only one teacher in Business Education, no indices were derived for this high school.*

** *Insufficient data due to low response rate.*

[a] *See footnote a to Table E-24 above.*

[b] *See footnote c to Table E-24 above.*

1.0 3.0 5.0

/ . . . . / . . . . /

EXCEPTIONALLY STRONG SATISFACTORY UNSATISFACTORY

TABLE E-28: NUMBERS OF INSTRUCTIONAL STAFF, STUDENTS IDENTIFIED AS ELIGIBLE FOR BILINGUAL INSTRUCTION, AND TYPE OF SERVICES PROVIDED, FOR DETROIT PUBLIC HIGH SCHOOLS REPORTING DATA, 1980-81[a]

	CERTIFIED TEACHERS[b]		TECHNICIANS/ SCH. SERVICE ASSISTANTS[c]		"ELIGIBLE" STUDENTS[d]					LISTED SERVICES[e]	
SCHOOL	#	LANGUAGE	#	LANGUAGE	#	LANGUAGE	#	LANGUAGE	TOTAL	# BILINGUAL	# ESL
SOUTHWESTERN	1 1	ARABIC SPANISH	1 1	ARABIC SPANISH	32 1 1 1	ARABIC CANTONESE GERMAN ITALIAN	68 1 1	SPANISH TURK URDU	105	105	0
WESTERN	1 1 4	ARABIC JAPANESE SPANISH	2	SPANISH	18 243	ARABIC SPANISH	(1 (2 (2	AMERICAN-INDIAN)* VIETNAMESE/CHINESE)* MALTESE)*	261 (5)*	259	2
CODY	1	*(no language listed)*	0		8 1 1 4 1	ARABIC CANTONESE ITALIAN KOREAN MALTESE	1 8 1 5	POLISH SPANISH SERBO-CROATIAN TAGOLOG	30	8	22
OSBORN	1	SPANISH *(seeking endorsement)*	0		6 1 3 1 11	ARABIC HMONG ITALIAN KOREAN LAOTIAN	1 3 3 2 2	POLISH SERBO-CROATIAN SPANISH THAI URDU	33	3	30
PERSHING	2 1 1 1	CHALDEAN, ARABIC CHALDEAN, ARABIC, FRENCH FRENCH, ARABIC SPANISH, FRENCH	0		99 2 2 54	ARABIC ARMENIAN ASSYRIAN CHALDEAN	1 2 3	MELAYAN SPANISH *(missing)*	163	163	0
DENBY	1	YUGOSLAVIAN	0		(9 (1 (3	ARABIC)** HINDI)** ITALIAN)**	(3 (1 (3	SPANISH)** URDU)** YUGOSLAVIAN)**	(20)**	*(missing)*	*(missing)*
FINNEY	1	ITALIAN, GREEK, SPANISH	0		5 1 3 1 5	ARABIC CHALDEAN FILIPINO FRENCH GREEK	1 8 1 2 1	HINDI ITALIAN KOREAN SPANISH TAGALOG	28	15	13
KETTERING	1	SPANISH	0		1 5 1	GREEK LAOTIAN SPANISH			7	1	6

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[*] *Teachers in this school also reported these additional students not included in the school's master list.*

[**] *School did not submit a master list. Teachers listed these students.*

[a] *All data as reported by Detroit public high schools.*

[b] *State of Michigan guidelines require that teachers in bilingual education classes obtain a special endorsement to their teaching certificates. Where a teacher is enrolled in a certified bilingual education endorsement program, the "seeking endorsement" designation is given.*

[c] *"Technicians" and "School-Service Assistants" are non-certified, para-professional staff who are employed by the Detroit Public Schools to assist regular teachers in bilingual education programs.*

[d] *"Eligible Students" are those students who have been reported eligible by the high school, and who are supposed to meet criteria established by the State of Michigan.*

[e] *"Listed Services", either Bilingual or ESL, provided by the local high school. See summary for a discussion regarding the appropriateness of the "bilingual" designation for these services.*

CODING FORM

DATE APRIL 1982 PAGE 1 OF 23

SCHOOL MURRAY WRIGHT

SCHOOL CODE
1552

F-1

STATEMENT NUMBER

ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS

LINE NUMBER

COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
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CODING FORM

SCHOOL CODE
1556

DATE APRIL 1982 PAGE 2 OF 23

SCHOOL NORTHEASTERN

F-3

	STATEMENT NUMBER					[illegible]	ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS																																																													LINE NUMBER							
COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
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CODING FORM

DATE APRIL 1982 PAGE 3 OF 23

SCHOOL NORTHERN

SCHOOL CODE
1558

F-5

	STATEMENT NUMBER					CONT	ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS																																																																	LINE NUMBER							
COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
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READING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+		+		+		+	+	+																																																		I
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	0	0	+	+	-	+	+	-	0	+	+	0	0	-	+	-	0	+	-	-	0	-	-	+																																																								III
STUDENT CODE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+																																																					I
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TESTING	+	+	+	+	+	+		+	+	+	+	+		+	0	+	+																																																															I
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CODING FORM

DATE APRIL 1982 PAGE 4 OF 23

SCHOOL CHADSEY

SCHOOL CODE
2514

	STATEMENT NUMBER						ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT ORDERED PROGRAMS																																																																	LINE NUMBER									
COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
BILINGUAL	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+	+	+	+																																																													I
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COUNSELING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+	+	+																																														I
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IN SERVICE	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+													+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																						I
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SCR	+	+	+	+	+	+	+	+	+	+	+		+	+	0	+	0		+	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	+	+	+	+																																	I
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STUDENT CODE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+			+	+																																																						I
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VOCATIONAL	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																											I
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	+	+	-	+	0	0	+	+	+	+	0	+	+	+	+	0			+	+	+	+	+	+	+	+	+	+			0	+	+	+	+	+	+	+	+	+																																									III
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	

CODING FORM

DATE APRIL 1982 PAGE 5 OF 23

SCHOOL NORTHWESTERN

SCHOOL CODE
2560

F-9

STATEMENT NUMBER

ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT ORDERED PROGRAMS

COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	LINE NUMBER
BILINGUAL	-	+	+	+	+	0																																																																									I
	-	+	+	+	0	0	0	0	0	0	0	0	0																																																																			II
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																							III
COUNSELING	+	+	+	+	+	+	+	+	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+	+	+																																														I
	+	+	+	+	+	+	-	-	-	0	-	-	+	+	+	+	+	+	+	-	0	+	+	+	+	+	+	+	+	+	+																																																					II
	+	-	-	0	-	-	0	0	+	0	0	0	+	-	+	+	+	+	+	+	+	0	0	+	+	+	+	+	+	+	+	+	+	+	+	+	0	0	+	+	+	-	+	+	+	+	+	+	+	+	+	+	-																													III
IN SERVICE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+													+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																								I
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READING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+		+		+		+	+	+																																																						I
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SCR	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																	I
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STUDENT CODE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	0	+	+																																																									I
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TESTING	+	+	+	+	+	+	+	+	+	+	+	+			+	+	+																																																																I
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VOCATIONAL	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																										I
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CODING FORM

DATE APRIL 1982 PAGE 6 OF 23

SCHOOL CODE
2578

SCHOOL SOUTHWESTERN

	STATEMENT NUMBER					ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS																																																																	LINE NUMBER							
COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
BILINGUAL	+	+	+	+	+	+	+	+		+		+		+		+		+	+	+	+																																																																												I
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COUNSELING	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+	+	+	+	+	+	+																																																				I
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IN SERVICE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+														+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																				I
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READING	+	+	+	+	+	0	+	+	+	+	+	-	+	+	+	+	+	+	+	+	0	+	0	+	0	+	0	+	0	+																																																				I
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SCN	+	+	+	+	+	+	+	+	+	+	+		+	+	+		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																		I
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STUDENT CODE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+	+	+																																																						I
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TESTING	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+																																																																																								I
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																																																																																	III
VOCATIONAL	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																																			I
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	+	0	-	-	0	-	-	-	+	-	-	-	0	-	+	+			+	+	+	0	+	+	+	0	+	+			0	0	+	-	-	0	0	-	-	+																																										III

CODING FORM

DATE APRIL 1982 PAGE 7 OF 23

SCHOOL WESTERN

SCHOOL CODE
2584

F-13

STATEMENT NUMBER

ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT ORDERED PROGRAMS

LINE NUMBER

COMPONENT		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53
BILINGUAL	I	+	+	+	+	+	+	+	+	+	+		+		+	+	+	+	+	+	+	+																																
	II	+	+	+	+	+	+	+	+	+	+	+	+	+																																								
	III	+	+	0	+	-	-	-	-						+	+	+	+	+	+	+	+	0	+	0																													
COUNSELING	I	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+	+	+		+	+	+																
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	III	+	-	+	+	+	+	+	+	0	+	+	+	+	+	+	+	+	+	+	0	+	-	0	0	+	+	+	+	+	+	-	-	+	+	+	+	-	0	0	0	+	0	+	+	+	0	0	0	-	-	0	-	-
IN SERVICE	I	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+													+								+	+	+	+	+	+	+	+	+	+								
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	III	-	+	-		-	-	0	+	0	+	+	+	+	+	0	-																																					
SCR	I	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	0	0	+	+	+	+	+	+	+		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+					
	II	+	+	+	+	+	+	+	-	+	+	+	+	+		+	+	0	0	+	+	+	+	+	+	-		+	+	+	-	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+	-	+						
	III	+	+	0	+	-	+	+	0	+	+	+	-	-	0	+	0	-	0	-	-	+	-	+	-																													
STUDENT CODE	I	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	+	+	0	0																										
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	III	+	0	+	+	0	+	-	-	+	+	0	-	-	+	+																																						
TESTING	I	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																				
	II	+	+	+	+	+		+	+	+	-	+	-	-																																								
	III																																																					
VOCATIONAL	I	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																														
	II	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																														
	III	0	+	+	+	+	+	0	0	+	+	+	0	0	+	-	-			-	-	-	+	+	+	+	+	+	0			+	+	-	+	+	+	+	0	-	+													

CODING FORM

DATE APRIL 1982 PAGE 8 OF 23

SCHOOL CODY

SCHOOL CODE
3516

F-15

ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS

STATEMENT NUMBER

COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	LINE NUMBER
BILINGUAL	+	+	+	+	+	+	+	+	+	+		+	+	+		+	+	+			+																																																													I
	+	-	+	+	+	-	0	0	+	+	-	0	0																																																																				II
	+	+	0	0	-	-	-	-	-	-	-	-		0	0	0	+	0	-	0	+	0	0	0																																																										III
COUNSELING	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+	+	+	+	+	+	+																																																	I
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READING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+		+		+		+																																																							I
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CODING FORM

DATE APRIL 1982 PAGE 9 OF 23

SCHOOL MACKENZIE

SCHOOL CODE
3548

F-17

ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS

STATEMENT NUMBER

COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	LINE NUMBER
BILINGUAL	-	0	0	-	+																																																	I
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																														III
COUNSELING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+	+	+	+	+	+	+																	I
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	0	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	-	0	0	-	-	+	-	+	-	-	-	-	+	-	+	+	0	0	0	+	+	+	+	+	+	+	+	+	+	0	+	0	0	III
IN SERVICE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+													+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+									I
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READING	+	+	+	+	+	+	+	+	+	+	+		+	+	+			+	+	+	+	+	+	+	+	+	+	+	+	+																								I
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SCR	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	0	0	0	+	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	+	+	+	+						I
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TESTING	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+	+																																					I
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VOCATIONAL	0	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																															I
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CODING FORM

DATE APRIL 1982 PAGE 10 OF 23

SCHOOL CODE
4520

SCHOOL COOLEY

	STATEMENT NUMBER						ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT ORDERED PROGRAMS																																																																	LINE NUMBER								
COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
BILINGUAL	+	+	+			+	+	+	+	+		+		+		+	+	+			+																																																											I
	+	-	-		+	0	0	0		+	+	0	0																																																																		II
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COUNSELING						MISSING DATA																																																																														I
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IN SERVICE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+													+										+	+	+	+	+	+	+	+																																				I
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STUDENT CODE						MISSING DATA																																																																															I
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	

CODING FORM

SCHOOL CODE
4532

DATE APRIL 1982 PAGE 11 OF 23

SCHOOL HENRY FORD

STATEMENT NUMBER

ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS

LINE NUMBER

COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
BILINGUAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																												I
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COUNSELING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+	+	+	+	+	+	+																																												I
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TESTING	+	+	+	+	+	+	+	+	+	+	+	+			+	+	+																																																															I
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VOCATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																										I
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CODING FORM

DATE APRIL 1982 PAGE 12 OF 23

SCHOOL CODE 4572

SCHOOL REDFORD

	STATEMENT NUMBER						ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT ORDERED PROGRAMS																																																															LINE NUMBER								
COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
BILINGUAL	+	+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																												I
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COUNSELING	+	+	+	+	+	+	+	+	+	+	−	+	+	+	+	+	+		+	+	+	+	+	+	+	+	+		+		+				+	+	+																																												I
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SCR	+	+	+	+	+	+	+	+	+	+	+		+	+	0	+	+	+	+			+	+	+	+	+	+	+	+	+	+	+	+	+	+	0	+	+	+	0	0	+	+	+	+	+	+	+																																	I
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STUDENT CODE	+	+	+	+	+	+	+	+	+	+	+	0	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+																																																								I
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TESTING	+	+	+	+	+	+	+	+	+	+	+			+	+	+	+																																																																I
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VOCATIONAL	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																												I
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CODING FORM

DATE APRIL 1982 PAGE 13 OF 23

SCHOOL CENTRAL

SCHOOL CODE
5512

F-25

ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT ORDERED PROGRAMS

STATEMENT NUMBER

LINE NUMBER

COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
BILINGUAL	0	+	+	+	+	+	+	+	+	+		+		+		+	+	+			+																																																													I
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COUNSELING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+	+	+	+	+	+	+																																											I
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VOCATIONAL	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																										I
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	+	+	-	-	+	-	+	+	+	0	0	+	+	0	0	-			+	+	-	+	+	+	+	+	+	+			-	0	+	0	-	0	+	-	0	0																																									III
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CODING FORM

DATE APRIL 1982 PAGE 14 OF 23

SCHOOL CODE
5550

SCHOOL MUMFORD

F-27

STATEMENT NUMBER

ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS

LINE NUMBER

COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
BILINGUAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																													I
	0	0	0	0	0	0	0	0	0	0	0	0	0																																																																					II
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																																																												III
COUNSELING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+				+	+	+																																												I
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IN SERVICE	+	+	–	+	+	+	+	+	+	+	+	+	+	+	+													+		+	+	+	+	+	+	–	+	+	+	+	+	+	+	+	+																																				I
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READING	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+																																																			I
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TESTING	+	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+	+																																																															I
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VOCATIONAL	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																										I
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	

CODING FORM

DATE APRIL 1982 PAGE 15 OF 23

SCHOOL OSBORN

SCHOOL CODE
6564

F-29

	STATEMENT NUMBER						ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT ORDERED PROGRAMS																																																																			LINE NUMBER									
COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
BILINGUAL	-	0	+	+	0	+	+	+	+	+		+	+	+		+	+	+	0	0	0																																																																I
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COUNSELING	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+	+	+																																													I
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IN SERVICE	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+													+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																							I
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READING	+	+	+	+	+	+	+	-	+	+	+	+	-	+	+	+	+	+	+	+		+		+		+		+		+																																																							I
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SCR	+	0	0	0	0	0	0	0	+	+	+	+	+	+	0	0	0	0	+	+	+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	+	0	+	0	0	0	+	+	+	+	+	+																																				I
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TESTING	+	+	+	+	+	+	+	+	+	+	+	+			+	+	0																																																																			I
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VOCATIONAL	+	+	0	0	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																															I
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CODING FORM

DATE APRIL 1982 PAGE 16 OF 23

SCHOOL CODE
6568

SCHOOL PERSHING

F-31

	STATEMENT NUMBER						ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT ORDERED PROGRAMS																																																																	LINE NUMBER								
COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
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COUNSELING	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+																																															I
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IN SERVICE	+	+	0	+	+	+	+	+	+	+	+	+	+	+	+													+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																								I
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STUDENT CODE	+	+	+	+	+	+	+	+	+	+	+	0	0	+	0	+	0	0	+	+	+	0	+	+	+	+	+																																																						I
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TESTING	+	+	0	+	+	+	0	+	+	+	+		+		+	+	+																																																																I
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VOCATIONAL	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																																											I
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F-33

CODING FORM

DATE APRIL 1982 PAGE 17 OF 23

SCHOOL DENBY

SCHOOL CODE
7524

	STATEMENT NUMBER						ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT ORDERED PROGRAMS																																																												LINE NUMBER								
COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
BILINGUAL	+	+	+	+	+	+	+	+	+	+		+		+		+	+	+		+	+																																																					I
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COUNSELING	+	+	+	+	+	+	+	+		-	-		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+		+	+	+	+	+	+	+																																													I
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IN-SERVICE	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+													+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+																																				I
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CODING FORM

DATE APRIL 1982 PAGE 18 OF 23

SCHOOL FINNEY

SCHOOL CODE
7530

	STATEMENT NUMBER						ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS																																																															LINE NUMBER								
COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
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CODING FORM

SCHOOL CODE
8540

DATE APRIL 1982 PAGE 19 OF 23

SCHOOL KETTERING

F-37

STATEMENT NUMBER (columns 1–5) | CARD (column 6)

ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT ORDERED PROGRAMS

COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
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COMPONENT	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
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LINE NUMBER (columns 73–80)

CODING FORM

DATE APRIL 1982 PAGE 20 OF 23

SCHOOL MARTIN L. KING

SCHOOL CODE
8529

F-39

	STATEMENT NUMBER					[illegible]	ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT ORDERED PROGRAMS																																																														LINE NUMBER								
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CODING FORM

DATE APRIL 1982 PAGE 21 OF 23

SCHOOL SOUTHEASTERN

SCHOOL CODE
8576

F-41

	STATEMENT NUMBER						ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS																																																																LINE NUMBER								
COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	
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CODING FORM

DATE APRIL 1982 PAGE 22 OF 23

SCHOOL CODE
CW-510

SCHOOL CASS

F-43

	STATEMENT NUMBER						ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT ORDERED PROGRAMS																																																																	LINE NUMBER							
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CODING FORM

DATE APRIL 1982 PAGE 23 OF 23

SCHOOL RENAISSANCE

SCHOOL CODE
CW-574

STATEMENT NUMBER

ASSESSMENT OF INDIVIDUAL SCHOOL'S DELIVERY OF COURT-ORDERED PROGRAMS

LINE NUMBER

F-45

COMPONENT		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
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INDIVIDUAL SCHOOL PROFILES

DETROIT PUBLIC HIGH SCHOOLS 1975-1981

PAGE

REGION 1

MURRAY-WRIGHT C-3
NORTHEASTERN C-11
NORTHERN C-19

REGION 2

CHADSEY C-27
NORTHWESTERN C-35
SOUTHWESTERN C-43
WESTERN C-51

REGION 3

CODY C-59
MACKENZIE C-67

REGION 4

COOLEY C-75
HENRY FORD C-83
REDFORD C-91

REGION 5

CENTRAL C-99
MUMFORD C-107

REGION 6

OSBORN C-115
PERSHING C-123

REGION 7

DENBY C-131
FINNEY C-139

REGION 8

KETTERING C-147
MARTIN LUTHER KING C-155
SOUTHEASTERN C-163

CITY-WIDE SCHOOLS

CASS TECHNICAL C-171
RENAISSANCE C-179
AERO MECHANICS C-187